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कक्षा आठ के लिए हिंदी की पूरक पाठ्य पुस्तक

लेखक

माणिक गोविंद चतुर्वेदी

विभागीय सहयोग

अनिरुद्ध राय

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

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प्रकाशन विभाग में सचिव, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, श्री अरविंद मार्ग, नई दिल्ली 110016 द्वारा प्रकाशित तथा दीपक प्रिंटर एण्ड पब्लिशर्स, 6/269, डोंगर मोहल्ला, शाहदरा, दिल्ली 110 032 द्वारा मुद्रित।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् राष्ट्रीय शिक्षा नीति के आलोक में शैक्षिक आवश्यकताओं के अनुरूप विद्यालयी शिक्षा के लिए पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का निर्माण करती रही है। तदनुसार सन 2000 में परिषद् ने *विद्यालयीशिक्षाकेलिएराष्ट्रीय पाठ्यचर्याकीरूपरेखा* का निर्माण किया। इसके आधार पर विभिन्न विषयों के लिए पाठ्यक्रमों में संशोधन एवं परिवर्तन किए गए। नवनिर्मित पाठ्यक्रम के अनुरूप परिषद् ने नवीन पाठ्यपुस्तकों के प्रणयन का कार्य हाथ में लिया है। इसी क्रम में कक्षा-8 से संबंधित पूरक पाठ्यपुस्तकों पर विभाग के अंतर्गत पुनरीक्षण संपन्न हुआ और इसमें पूर्व निर्धारित संक्षिप्त बुद्धचरित को यथावत रखने की आवश्यकता समझी गई।

परिषद् ने राष्ट्रीय शैक्षिक उपादान के रूप में रामायण और महाभारत की भांति बुद्ध चरित सरीखी महान कृति को राष्ट्र की सांस्कृतिक एकसूत्रता और नैतिक जीवन मूल्यों के विकास की दृष्टि से सर्वथा उपयुक्त माना। समय-समय पर इनका पुनरीक्षण एवं संशोधन किया जाता रहा है।

इस पुस्तक का मुख्य उद्देश्य बुद्धचरित की प्रमुख कथाओं के माध्यम से छात्रों को भारतीय संस्कृति के उदात्त जीवन मूल्यों तथा प्राचीन भारतीय साहित्य के प्रति अनुराग उत्पन्न कराना है। मूल बुद्धचरित एक बृहत् महाकाव्य है, जिसमें सैंकड़ों कथाएँ सन्निविष्ट हैं। उनमें से केवल वे प्रमुख कथाएँ और घटनाएँ इस पुस्तक के लिए चुनी गई हैं, जो छात्रों के लिए रुचिकर, सुग्राह्य और प्रेरणादायी हैं। उन प्रसंगों पर विशेष बल दिया गया है, जिनसे मानव चरित्र के निर्माण और उदात्तीकरण में सहायता मिलती है। शिक्षकों से यह अपेक्षा की जाती है कि वे संपूर्ण बुद्धचरित की कथा से अवगत हों और उन्हें यथा प्रसंग छात्रों को सुनाएँ, जिससे छात्रों में भी संपूर्ण बुद्धचरित की कथा पढ़ने की जिज्ञासा बढ़े। प्रत्येक अध्याय के अंत में कथावस्तु आधारित कुछ प्रश्न दिए गए हैं। इन प्रश्नों से एक ओर कथासूत्र ग्रहण करने में सहायता मिलेगी और दूसरी ओर भावपूर्ण स्थलों तथा वांछित जीवन-मूल्यों की ओर ध्यान आकर्षित होगा।

प्रस्तुत पुस्तक के लेखक के प्रति हम विशेष आभार प्रकट करते हैं। इसकी समीक्षा एवं संशोधन में जिन शिक्षाविदों, अनुभवी अध्यापकों तथा भाषाशास्त्रियों का सहयोग मिला है उन्हें हम धन्यवाद ज्ञापित करते हैं।

हमें पूर्ण विश्वास है कि छात्रों के भावात्मक विकास एवं चरित्र-निर्माण में यह पुस्तक उपादेय सिद्ध होगी। इसके परिष्कार एवं परिवर्धन में सुधी विद्वानों के अमूल्य सुझावों को प्राप्त कर हमें प्रसन्नता होगी।

जगमोहन सिंह राजपूत
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

नई दिल्ली
दिसंबर, 2003

गांधी जी का जंतर

तुम्हें एक जंतर देता हूँ। जब भी तुम्हें संदेह हो या तुम्हारा अहम् तुम पर हावी होने लगे, तो यह कसौटी आज़माओ :

जो सबसे गरीब और कमज़ोर आदमी तुमने देखा हो, उसकी शक्ल याद करो और अपने दिल से पूछो कि जो कदम उठाने का तुम विचार कर रहे हो, वह उस आदमी के लिए कितना उपयोगी होगा। क्या उससे उसे कुछ लाभ पहुँचेगा? क्या उससे वह अपने ही जीवन और भाग्य पर कुछ काबू रख सकेगा? यानी क्या उससे उन करोड़ों लोगों को स्वराज्य मिल सकेगा, जिनके पेट भूखे हैं और आत्मा अतृप्त है?

तब तुम देखोगे कि तुम्हारा संदेह मिट रहा है और अहम् समाप्त होता जा रहा है।

मो क गांधी

भारत और दक्षिण पूर्व एशिया में 'रामायण' और 'महाभारत' को जो सम्मान और लोकप्रियता प्राप्त है, वही सम्मान और लोकप्रियता महाकवि अश्वघोष रचित महाकाव्य 'बुद्धचरित' को भी प्राप्त है, विशेषकर भारत के हिमालयी क्षेत्रों अर्थात् लद्दाख, हिमाचल, सिक्किम, अरुणाचल प्रदेश में। इसी प्रकार नेपाल, भूटान, तिब्बत, चीन, मंगोलिया, जापान आदि देशों में भी यह महाकाव्य बहुत लोकप्रिय है।

अश्वघोष की गणना बौद्ध धर्म महायान शाखा के उन्नायकों तथा विचारकों में की जाती है। इन्होंने महायान को सैद्धांतिक आधार प्रदान किया और समूचे एशिया में इसके प्रचार-प्रसार में महान योगदान दिया। अश्वघोष से लगभग 500-600 वर्षों के पश्चात् चीनी यात्री इत्सिंग ने अपनी भारत यात्रा संबंधी पुस्तक में अश्वघोष और उनकी रचनाओं की भूरि-भूरि प्रशंसा की है। उस समय भारत में जो भी बौद्ध विहार (मठ) थे, उनमें उनकी रचनाओं का बड़ी श्रद्धा के साथ गान हुआ करता था। उसने लिखा है कि ऐसा प्रकाश पुरुष प्रत्येक पीढ़ी में एक या दो ही होते हैं।

इत्सिंग के समान ही दूसरे चीनी यात्री ह्वेनसांग ने भी अश्वघोष का उल्लेख बड़ी श्रद्धा के साथ किया है तथा उन्हें महायान (बौद्ध धर्म की एक शाखा) का सूर्य कहा है। इसीलिए अश्वघोष के 'बुद्धचरित' तथा उनकी अन्य रचनाओं की विश्व के ऐसे साहित्य में गणना की जाती है जिन्होंने समूची मानवता के चिंतन, मनन और आचरण को अनुप्राणित किया है और नई दिशा दी है।

अश्वघोष ने 'बुद्धचरित' की रचना संस्कृत भाषा में की थी। कालांतर में इसकी मूल पांडुलिपि लुप्त हो गई, किंतु उसकी प्रसिद्धि बनी रही। चीनी भाषा में उसका अनूदित रूप विद्यमान था। इस ग्रंथ की एक मूल संस्कृत प्रतिलिपि खंडित रूप में केंब्रिज विश्वविद्यालय, लंदन में भी उपलब्ध थी। इन दोनों के आधार पर प्राच्य विद्या के अनेक पाश्चात्य विद्वानों ने इस ग्रंथ का अंग्रेज़ी अनुवाद *'सेक्रेट बुक ऑफ़ ईस्ट'* पुस्तकमाला में सन् 1896 में प्रकाशित किया। इस अनुवाद के प्रकाशन के कुछ समय पश्चात् प्रसिद्ध भारतीय विद्वान महामहोपाध्याय हरिप्रकाश शास्त्री को नेपाल दरबार के पुस्तकालय में 'बुद्धचरित' की (केंब्रिज विश्वविद्यालय की प्रतिलिपि जैसी ही) एक प्रति मिली थी। चीनी भाषा के अतिरिक्त तिब्बती भाषा में भी 'बुद्धचरित' महाकाव्य का अनुवाद उपलब्ध था। चीनी और तिब्बती भाषाओं में अनूदित 'बुद्धचरित' के आधार पर इस महाकाव्य का संस्कृत में पुनः अनुवाद किया गया और अब यह ग्रंथ हिंदी के अतिरिक्त अंग्रेज़ी, जर्मन आदि पाश्चात्य भाषाओं में भी उपलब्ध है।

उपर्युक्त विवरण से यह भी स्पष्ट है कि दसवीं शताब्दी के बाद भारत का बहुत सारा प्राचीन साहित्य लुप्त हो गया और अश्वघोष जैसे अनेक कवि तथा विद्वान लेखक विस्मृत हो गए और उनकी रचनाएँ लुप्त हो गईं। परंतु यह सौभाग्य ही है कि हमारा बहुत सारा प्राचीन बौद्ध साहित्य विदेशों में विशेषकर एशियाई देशों में अनूदित रूप में सुरक्षित है। अतः हमें प्राचीन चीनी, जापानी, तिब्बती, मंगोली आदि भाषाओं का अध्ययन कर अपने प्राचीन साहित्य का पुनः अनुवाद करना चाहिए तथा समूचे एशिया के सांस्कृतिक विकास

में भारत के योगदान को उजागर करना चाहिए।

अश्वघोष के जीवनवृत्त के बारे में विशेष जानकारी प्राप्त नहीं होती। इनकी रचनाओं में जो कुछ संकेत बिंदु मिलते हैं, उनके आधार पर इतना अवश्य कहा जा सकता है कि ये साकेत (अयोध्या) के निवासी थे। इनकी माता का नाम सुवर्णाक्षी था। ये बड़े विद्वान थे। उन्हें वेद-पुराण आदि शास्त्रों का पूर्ण ज्ञान प्राप्त था। वे महाकवि के रूप में प्रसिद्ध थे। 'बुद्धचरित' उनकी उच्चकोटि की काव्य प्रतिभा का ज्वलंत उदाहरण है।

अश्वघोष ने बौद्ध दर्शन का गहन अध्ययन किया था। उन्होंने बौद्ध धर्म के नवीन रूप (महायान) के जन-जन में प्रचार के लिए नाट्य, नृत्य तथा संगीत के माध्यम से अपनी रचनाओं का गायन और मंचन भी किया था। चीनी परंपरा के अनुसार अश्वघोष कनिष्क के समकालीन थे। प्रोफ़ेसर जोंसटन महोदय ने 'बुद्धचरित' के अंग्रेज़ी अनुवाद की भूमिका में लिखा है कि अश्वघोष का जन्म 50 ई.पू. और 100 ई. के बीच हुआ था।

'बुद्धचरित' के अतिरिक्त अश्वघोष की कतिपय प्रसिद्ध रचनाएँ निम्नांकित हैं :

- *सूत्रालंकार* — यह पाली की सुंदर जातक कथाओं का संग्रह है। इस समय यह मूल संस्कृत रूप में नहीं मिलता। परंतु इसका चीनी रूप उपलब्ध है और उसी पर आधारित फ्रांसीसी अनुवाद भी मिलता है।
- *महायान श्रद्धोत्पाद* — यह महायान बौद्ध धर्म का एक दार्शनिक ग्रंथ है। इसका मूल संस्कृत रूप प्राप्त नहीं है। इसके दो चीनी संस्करण उपलब्ध हैं।
- *वज्र-सूची* — इसका मूल संस्कृत उपलब्ध नहीं है। इसका चीनी अनुवाद मिलता है। इसमें वर्ण-व्यवस्था का तीखा खंडन किया गया है।
- *शारिपुत्र प्रकरण आदि तीन नाटक* — इसका दूसरा नाम 'शारद्वती पुत्र प्रकरण' भी है। यह नौ अंकों का प्रकरण नामक एक रूपक (नाटक) है।
- *सौंदरनंद* — यह अठारह सर्गों का महाकाव्य है। इसमें बुद्ध के भाई नंद और उनकी पत्नी सुंदरी की कहानी है।

अश्वघोष और उनकी रचनाओं का भारतीय साहित्य की परंपरा में विशेष महत्त्व है, क्योंकि वे आदि कवि वाल्मीकि के परवर्ती और कालिदास के पूर्ववर्ती हैं। ऐतिहासिक दृष्टि से वाल्मीकि तथा वेदव्यास के पश्चात् अश्वघोष का ही स्थान है। इन महाकवियों की रचनाओं — 'रामायण', 'महाभारत' और 'बुद्धचरित' को प्रारंभ से ही राष्ट्रीय तथा अंतर्राष्ट्रीय महत्त्व प्राप्त रहा है। प्राचीन भारतीय सांस्कृतिक एवं साहित्यिक परंपरा के संदर्भ में वाल्मीकि, वेदव्यास, और अश्वघोष के कालक्रम को ध्यान में रखते हुए ही इनके द्वारा रचित महाकाव्यों का संक्षिप्त रूप कक्षा 6 (संक्षिप्त रामायण), कक्षा-7 (संक्षिप्त महाभारत), कक्षा-8 (संक्षिप्त बुद्धचरित) में पूरक पाठ्य पुस्तकों के रूप में निर्धारित किया गया है। यह निर्धारण सभी दृष्टियों से समीचीन है।

'संक्षिप्त बुद्धचरित' अश्वघोष के बृहत् महाकाव्य 'बुद्धचरित' का सरल, रोचक और सजीव भाषा में हिंदी रूपांतरण है। संक्षिप्त होते हुए भी इसके अध्ययन से गौतम बुद्ध के जन्म, शिक्षा-दीक्षा, वैराग्य, तपस्या, साधना, ज्ञान-प्राप्ति, धर्मचक्र प्रवर्तन, बौद्ध धर्म के प्रचार और प्रसार, महापरिनिर्वाण आदि का सम्यक परिचय मिल जाता है। ये बातें पुस्तक में क्रमायोजित अध्यायों से भी स्पष्ट हो जाती हैं।

भारतीय सांस्कृतिक विकास में बौद्ध धर्म का विशेष महत्त्व है। इस धर्म के नैतिक संदेशों का मानवता के उत्थान में बहुत बड़ा योगदान रहा है। वे हमें हमेशा सदाचार और सत्कर्म की प्रेरणा देते हैं। इस रचना को छात्रों की दृष्टि से सरल, सजीव, और सुबोधगम्य बनाने का प्रयास किया गया है। आदि से अंत तक इसमें कहानी जैसी रोचकता बनी हुई है। दार्शनिक सिद्धांतों को भी बहुत सरल और सुग्राह्य रूप में प्रस्तुत किया गया है। प्राचीन महाकाव्यों में प्रायः अतिमानवीय और दैवी चमत्कारों का समावेश मिलता है, किंतु 'संक्षिप्त बुद्धचरित' में इनका समावेश न करके यथासंभव मानवीय पक्ष को ही उजागर किया गया है।

आशा है, इस रूप में यह पुस्तक विद्यार्थियों के लिए विशेष उपादेय और प्रेरणादायी सिद्ध होगी।

□□

पाठ्यपुस्तक समीक्षा कार्यगोष्ठी के सदस्य

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रीडर

विषय सूची

अध्याय 1

[illegible]

सिद्धार्थ का जन्म

प्राचीन काल में भारत में एक प्रसिद्ध राजवंश था। नाम था इक्ष्वाकु वंश। इसी वंश के शाक्य-कुल में शुद्धोदन नाम के एक राजा हुए। कपिलवस्तु उनके राज्य की राजधानी थी। उनके राज्य में सारी प्रजा सब प्रकार से सुखी और सुरक्षित थी। पृथ्वी जैसी गौरवशाली उनकी पत्नी थी। नाम था—माया।

एक रात महारानी माया ने एक विचित्र स्वप्न देखा। उन्होंने देखा, जैसे चंद्रमा बादलों में चुपचाप प्रवेश करता है, वैसे ही एक सफ़ेद हाथी उनके शरीर में प्रवेश कर गया है। इससे उन्हें न किसी प्रकार का भय हुआ और न कष्ट। उन्हें सुखद अनुभूति हुई कि उन्होंने गर्भधारण कर लिया है।

गर्भधारण करने के कुछ मास बाद महारानी माया को किसी सघन वन में एकांतवास करने की इच्छा हुई। उन्होंने अपने पति महाराज शुद्धोदन से निवेदन किया कि अब वे कुछ समय के लिए नंदन वन के समान सुंदर लुंबिनी वन में निवास करना चाहती हैं। अपनी गर्भवती पत्नी की इच्छा का सम्मान करते हुए महाराज शुद्धोदन ने स्वीकृति प्रदान की और अनेक सेवक-सेविकाओं के साथ महारानी ने लुंबिनी वन के लिए प्रस्थान किया।

कुछ समय तक सुख से लुंबिनी वन में निवास करने के बाद एक दिन महारानी को लगा कि अब प्रसवकाल आ गया है। अतः वे एक शय्या पर लेट गईं। उस समय अनेक स्त्रियों ने उनका अभिनंदन किया।

जैसे ही पुष्य नक्षत्र का उदय हुआ, महारानी माया ने बिना किसी पीड़ा के एक पुत्र को जन्म दिया। उन्हें लगा, जैसे वह आकाश से उतर आया हो। उसका अंतःकरण पवित्र था, उसके शरीर से तेज निकल रहा था, जिससे सभी

दिशाएँ प्रकाशित हो गईं। सूर्य के समान तेजस्वी, परंतु देखने में चंद्रमा के समान प्रिय लगने वाले इस बालक के शरीर से प्रकाश निकल रहा था।

उसी समय आकाश से दो जल-धाराएँ प्रवाहित हुईं — एक शीतल और दूसरी उष्ण। इनसे इस बालक का अभिषेक हुआ। सोने और चाँदी से निर्मित तथा मूँगे-मणियों से जड़ित शुभ्र शय्या पर जब वह बालक विराजमान हुआ तो उसके चारों ओर स्वर्ण-कमल हाथों में लेकर यक्षों के राजा खड़े हो गए, आकाश में देवताओं ने उसका अभिनंदन किया और बुद्धत्व-प्राप्ति के लिए आशीर्वाद दिए।

इस बालक के जन्म के समय आकाश से सुगंधित लाल और नीले कमलों की वर्षा होने लगी। मंद-मंद पवन प्रवाहित होने लगा तथा सूर्य और भी अधिक चमकने लगा।

इस नवजात दिव्य शिशु के दर्शन करने के लिए आए दिव्य पुरुषों से वह वन-प्रांतर पूरी तरह भर गया। उन्होंने बालक पर पुष्पों की वर्षा की। इस बालक के जन्म का कुछ ऐसा प्रभाव हुआ कि जो पशु प्रकृति से ही हिंसक थे, वे हिंसा भूल गए, सारे संसार ने अपूर्व शांति का अनुभव किया। विभिन्न पशु-पक्षी मधुर स्वर में बोलने लगे, नदियाँ शांतिपूर्वक बहने लगीं, सारी दिशाएँ निर्मल हो गईं और निरभ्र आकाश में दुंदुभि बजने लगी। केवल मार को छोड़कर सारा संसार इस बालक के जन्म से अत्यंत प्रसन्न हो गया।

बालक के अद्भुत दिव्य जन्म को देखकर महाराज शुद्धोदन की आँखों से भय और प्रसन्नता की अश्रुधाराएँ प्रवाहित होने लगीं। बालक की अतिमानवीय शक्ति को देखकर माता माया भी भय और प्रीति से भर गईं। इस अवसर पर वृद्ध महिलाओं ने मंगलाचरण किया और नवजात शिशु के उज्ज्वल भविष्य के लिए देवताओं से प्रार्थना की।

आचरणशास्त्र के ज्ञाता और शीलवान ब्राह्मणों ने जब बालक के सभी लक्षण सुने और उनपर विचार किया तो अत्यंत प्रसन्न होकर उन्होंने राजा से कहा, "हे राजन, आपका पुत्र आपके कुल का दीपक है। आप किसी प्रकार की चिंता न कीजिए। आनंद-उत्सव मनाइए, क्योंकि यह बालक न केवल आपके वंश की वृद्धि करेगा अपितु यह संसार में दुखियों का संरक्षक भी होगा। दीपक के समान प्रकाशवान तथा सोने की कांति से युक्त शरीर वाले इस बालक में जो लक्षण हैं, उनसे लगता है कि यह या तो बुद्धों में श्रेष्ठ होगा या परम राज्यश्री प्राप्त करेगा। यदि यह पृथ्वी के राज्य की इच्छा करेगा तो न्याय से सारी पृथ्वी को जीतकर सभी राजाओं में ऐसे ही शोभायमान होगा, जैसे सभी

ग्रहों के बीच सूर्य प्रकाशित होता है। यदि यह मोक्ष के लिए वन जाएगा तो अपने तत्वज्ञान से सभी मतों को परास्त कर सारे संसार में सम्मानित होगा और सुमेरु पर्वत के समान प्रतिष्ठित होगा। जैसे सभी धातुओं में स्वर्ण, पर्वतों में सुमेरु, जलाशयों में समुद्र, प्रकाशपुंजों में सूर्य श्रेष्ठ है वैसे ही आपका यह पुत्र सभी मनुष्यों में श्रेष्ठ सिद्ध होगा।"

ब्राह्मणों की ऐसी बातें सुनकर राजा ने पूछा, "आपने इस बालक में जिन लक्षणों को देखा है, वे न तो पूर्ववर्ती राजाओं में देखे गए हैं और न ही ऋषि-मुनियों में। इसका क्या कारण है?" ब्राह्मणों ने राजा को समझाते हुए कहा, "बुद्धि, सुकर्म और यश के विषय में पूर्ववर्ती या परवर्ती का प्रश्न महत्वपूर्ण नहीं होता। इस प्रकार के गुण किसी विशेष कारण से ही उत्पन्न होते हैं। इस संबंध में आप कुछ दृष्टांत सुनिए। विभिन्न गोत्रों के आदि पुरुष—भृगु और अंगिरस जिस राजनीतिशास्त्र को नहीं बता सके, उसी राजनीतिशास्त्र को उनके पुत्र शुक्र और बृहस्पति ने बता दिया। पुराकाल में जब वेद लुप्त हो गए थे तो आगे चलकर व्यास ने उन्हें संपादित किया। इस कार्य को वसिष्ठ जैसे ऋषि भी न कर सके थे। इसी तरह जिस कार्य को वाल्मीकि ने कर दिखाया था वह कार्य उनके पूर्ववर्ती च्यवन ऋषि नहीं कर सके थे। अतः राजन, इस श्रेष्ठता का प्रमाण न तो अवस्था से है और न ही वंश से। श्रेष्ठता को कोई भी, कहीं भी प्राप्त कर सकता है। इतिहास बताता है कि जिन कार्यों को पूर्ववर्ती ऋषि और राजा नहीं कर सके, उन्हीं कार्यों को उनके परवर्ती व्यक्तियों ने कर दिखाया।"

ब्राह्मणों से इस प्रकार आश्वासन और अभिनंदन प्राप्त कर राजा के मन की शंकाएँ मिट गईं। वे अत्यंत प्रसन्न हुए। उन्होंने ब्राह्मणों को खूब दान-दक्षिणा दी और उन्हें सम्मानित कर विदा किया।

उसी समय महर्षि असित को अनुभूति हुई कि इस समय कपिलवस्तु में जीवन-मृत्यु के चक्र से मुक्त करने वाले शाक्य मुनि ने जन्म लिया है। अतः वे उनके दर्शन के लिए अपने आश्रम से कपिलवस्तु की ओर चल दिए।

कपिलवस्तु में ब्रह्मवेत्ता राजपुरोहितों ने महर्षि असित का स्वागत किया और उन्हें सम्मानपूर्वक राजा के पास ले गए। राजा ने उन्हें सिंहासन पर बैठाया, उनके चरण धोए और विधिवत पूजा की। राजा ने महर्षि से निवेदन किया, "हे महर्षि! मैं धन्य हूँ। आपके आगमन से मेरा कुल अनुगृहीत हुआ है। हे सौम्य, आज्ञा दीजिए मैं क्या सेवा करूँ? मैं आपका शिष्य हूँ। आप आज्ञा दें।"

राजा के वचन सुनकर ऋषि गद्गद हो गए और धीर-गंभीर वाणी में बोले,

"हे राजन, आप अतिथिप्रिय हैं, धर्माभिलाषी महात्मा हैं। आपने जो कुछ कहा है, वह आपकी अवस्था और आपके वंश के अनुरूप है। किंतु मेरे आने का प्रयोजन कुछ और ही है। मैंने दिव्य आकाशवाणी सुनी थी कि आपको जो पुत्र प्राप्त हुआ है, वह अवश्य ही बुद्धत्व को प्राप्त करेगा। इसके बाद मैंने स्वयं ध्यानयोग से इसके भविष्य को भी जान लिया है। इसीलिए मैं यहाँ आया हूँ। शाक्य कुल की उस पताका के दर्शन करना चाहता हूँ।"

राजा ने ऋषि असित की सारी बातें बड़े ध्यान से सुनीं और प्रसन्न होकर धाय की गोद से शिशु को लेकर उन्हें दिखाया।

महर्षि ने राजकुमार को बड़े विस्मय के साथ देखा। उन्होंने देखा कि उसके चरणों में चक्र के चिह्न हैं, अंगुलियों और हाथ-पैरों पर अन्य शुभ लक्षण अंकित हैं। बालक को देखकर महर्षि की आँखों में आँसू आ गए और उन्होंने दीर्घ निःश्वास लेकर आकाश की ओर देखा।

महर्षि असित की आँखों में आँसू देखकर राजा का हृदय धड़कने लगा। उनका कंठ अवरुद्ध हो गया। उन्होंने हाथ जोड़कर पूछा, "जिस बालक के शरीर पर दिव्य चिह्न हैं, जिसका जन्म चमत्कारी है और जिसके भविष्य को आप उज्ज्वल बताते हैं, उसे देखकर हे धीर, आपकी आँखों में आँसू क्यों आ गए हैं? हे भगवन, कुमार चिरायु तो है? क्या वह मेरी मृत्यु के बाद मुझे जलांजलि दे सकेगा? हे महर्षि, मुझे शीघ्र बताएँ। मेरा हृदय व्यग्र हो रहा है।"

महर्षि असित ने राजा को समझाया कि ऐसी कोई बात नहीं है। मैंने प्रारंभ में ही कहा था कि तुम्हारा पुत्र बुद्ध होगा। वह शाक्य-कुलभूषण बनेगा। यह निश्चित है। मैं तो इसलिए विकल हूँ कि मेरे जाने का समय आ गया है और जन्म-मृत्यु के चक्र से मुक्ति के सुलभ उपायों को बताने वाला यह बालक अब उत्पन्न हुआ है। यह कुमार विषयों से विरक्त होकर, राज्य को त्यागकर, अपने तप से तत्वज्ञान प्राप्त करेगा। यह ज्ञानमय सूर्य सांसारिक मोह के अंधकार को अवश्य नष्ट करेगा।

महर्षि असित ने बताया—दुख-रूपी समुद्र में डूबते हुए संसार को यह बालक ज्ञान की विशाल नौका से उस पार ले जाएगा। यह धर्म की ऐसी नदी प्रवाहित करेगा जिसमें प्रज्ञा का जल होगा, शील का तट होगा और समाधि की शीतलता होगी। इसी धर्म-नदी के जल को पीकर तृष्णा की पिपासा से व्याकुल यह संसार शांति लाभ करेगा।

जैसे भटके हुए राही को कोई राह बताता है, वैसे ही संसार रूपी जंगल में भटके मनुष्यों को यह मोक्ष का सीधा मार्ग बताएगा। इसलिए हे राजन! आप किसी प्रकार की चिंता न करें, चिंता तो उन्हें करनी चाहिए जो इसके बनाए धर्म को मोहवश या आसक्तिवश नहीं मानेंगे। मैं ही अभागा हूँ कि मैं इसके उपदेशों को सुनने के लिए जीवित नहीं रहूँगा।

महर्षि की इन बातों को सुनकर राजा शुद्धोदन, उनकी पत्नी तथा अन्य सभी संबंधी अत्यंत प्रसन्न हुए। महर्षि भी राजकुमार के भविष्य के बारे में बताकर जैसे वायुमार्ग से आए थे, वैसे ही चले गए। बाद में उन्होंने अपनी बहन के पुत्र को समझाया कि वह बड़ा होकर बुद्ध के मार्ग का ही अनुसरण करे।

ज्योतिषियों तथा महर्षि असित से अपने पुत्र के भविष्य के बारे में सारी बातें सुनने के बाद राजा ने बड़े उत्साह से जन्मोत्सव का आयोजन किया। उसने अपने कुल के अनुरूप बालक का जात-कर्म संस्कार किया। दस दिन पूरे होने पर अपने पुत्र के कल्याण के लिए जप-होम तथा अन्य मंगल कार्य किए। पुत्र की उन्नति के लिए स्वर्ण मंडित सींगों वाली बहुत-सी गायों का दान दिया और शुभ मुहूर्त देखकर प्रसन्नतापूर्वक नगर में प्रवेश किया। पुत्र को लेकर, अनेक सगे-संबंधियों के साथ महारानी हाथी-दाँतों से निर्मित श्वेत पालकी पर सवार होकर नगर में आईं। पुरवासियों ने उनका स्वागत किया। जब रानी ने पुत्र के साथ अपने महल में प्रवेश किया तो राजा शुद्धोदन वैसे ही प्रसन्न हुए जैसे कार्तिकेय के जन्म से शिव प्रसन्न हुए थे।

अंतःपुर विहार

महाराज शुद्धोदन के पुत्र के जन्म का कुछ ऐसा प्रभाव हुआ कि उनका घर धन-धान्य और हाथी-घोड़ों से संपन्न हो गया। उनके सभी मनोरथ सफल हो गए। उनके जो शत्रु थे, वे मध्यस्थ हो गए, जो मध्यस्थ थे वे मित्र हो गए और जो मित्र थे वे और भी अधिक प्रिय हो गए। इंद्र ने उचित समय पर वर्षा की और खेत लहलहाने लगे।

महाराज शुद्धोदन के राज्य में धार्मिक जनों ने स्वर्ग जैसे सुंदर उद्यान, देव मंदिर, आश्रम, कुएँ और तालाब बनवाए। राज्य में किसी ने धन के लोभ के लिए धर्माचरण नहीं किया और धर्म के लिए किसी प्रकार की हिंसा नहीं की। इस तरह उनका राज्य चोर, शत्रु आदि के भय से मुक्त, स्वतंत्र और धन-धान्य से संपन्न हो गया। सूर्य-पुत्र मनु के समान इस राजा के राज्य में बालक के जन्मकाल से ही सर्वत्र प्रसन्नता छा गई, पाप नष्ट हो गए और धर्म प्रकाशित हो गया। इस बालक के जन्म से ही राज्य और राजकुल में संपत्ति आई और सभी प्रकार की सिद्धियाँ प्राप्त हुईं। इसीलिए राजा ने बालक को सर्वार्थ-सिद्ध कहते हुए उसका नाम 'सिद्धार्थ' रखा।

महारानी माया अपने पुत्र का देवर्षियों जैसा प्रभाव देखकर अतिशय प्रसन्न थीं। पर इस आनंदातिरेक को वह अधिक दिनों तक सह न सकीं और कुछ ही दिनों में स्वर्गवासी हो गईं।

माता के स्वर्गवासी होने पर मौसी गौतमी ने उस बालक का अत्यंत स्नेहपूर्वक लालन-पालन किया। बालक उदयाचल पर उदित सूर्य के समान,वायु प्रेरित अग्नि के समान तथा शुक्ल पक्ष के चंद्रमा के समान धीरे-धीरे बड़ा होने लगा। सगे-संबंधियों और मित्रों ने बालक को अनेक उपहार दिए। किसी ने बहुमूल्य चंदन के खिलौने दिए तो किसी ने मोतियों की माला दी। किसी ने सोने के रथ, तो किसी ने सोने-चाँदी की रंग-बिरंगी पुतलियाँ दीं। इस प्रकार बालक सिद्धार्थ विविध प्रकार की बाल-क्रीड़ाएँ करते हुए बड़ा होने लगा।

सिद्धार्थ की कुमारावस्था बीतने पर राजा ने अपने कुल के अनुरूप उसका विधिवत उपनयन संस्कार किया और बालक की शिक्षा-दीक्षा की समुचित व्यवस्था की।

बालक सिद्धार्थ अत्यंत मेधावी था। जिन विद्याओं को सामान्य बालक वर्षों में सीखते हैं, उनको उसने कुछ ही समय में सीख लिया। इस प्रकार

विद्याभ्यास करते हुए सिद्धार्थ ने किशोरावस्था पूरी की और वह युवावस्था की ओर बढ़ने लगा।

महाराज शुद्धोदन को महर्षि असित द्वारा की गई भविष्यवाणी याद थी कि यह बालक बड़ा होकर मोक्ष-प्राप्ति के लिए वन की ओर प्रस्थान कर सकता है। इसीलिए उन्होंने अंतःपुर में ऐसी व्यवस्था करवाई जिससे सिद्धार्थ की आसक्ति सांसारिक विषयों में बढ़े और वह भोग-विलास में इतना लिप्त हो जाए कि उसे किसी प्रकार का वैराग्य न हो और वह राजमहलों में रहकर भोग-विलास में डूबा रहे।

इसी विचार से राजा शुद्धोदन ने सिद्धार्थ का विवाह करने का निश्चय किया और इसके लिए उपयुक्त कन्या की तलाश शुरू की। अंत में उन्होंने यशोधरा नाम की सुंदर कन्या का चयन किया और फिर बड़े उत्साह से उसका विवाह कुमार के साथ कर दिया।

विवाह के बाद राजकुमार सिद्धार्थ और यशोधरा सुखपूर्वक वैवाहिक जीवन बिताने लगे। महाराज शुद्धोदन ने राजमहल में ऐसी व्यवस्था की थी कि राजकुमार राजमहल में ही रहे, भोग-विलास में तल्लीन रहे और ऐसा कोई दृश्य उसके सामने न आए जिससे उसके मन में वैराग्य उत्पन्न हो।

राजमहल में राजकुमार सिद्धार्थ सुंदर स्त्रियों के नृत्य, गान तथा वीणा वादन आदि का आनंद लेते रहे। सुंदरियों के साथ राजकुमार ऐसे तन्मय हो गए

कि राजमहल से बाहर निकलते ही न थे। राजकुमार को भोग-विलास में तल्लीन देखकर राजा बहुत प्रसन्न थे। इसलिए उन्होंने और अधिक दान दिए। परंतु राजकुमार सिद्धार्थ विषय सुखों में आसक्त नहीं था। उसने चपल घोड़ों जैसी इंद्रियों को वश में कर लिया था। उसने अपने गुणों से सारे राजपरिवार और पुरवासियों के मन को जीत लिया था।

राजा शुद्धोदन राजकुमार के क्रिया-कलापों से अत्यंत प्रसन्न थे। उन्होंने अपने पुत्र की दीर्घ आयु के लिए ग्रहों की पूजा की तथा गायों और स्वर्ण का दान दिया। राजा स्वयं सदा सत्य का आचरण करते थे, राग-द्वेष से रहित होकर शासन-व्यवस्था चलाते थे तथा प्रजा से अधिक कर नहीं लेते थे। जैसे योगी की इंद्रियाँ उसके अनुकूल रहती हैं, वैसे ही राजा के सदाचरण के कारण सारी प्रजा उनके अनुकूल रहती थी।

यशोधरा के साथ राजकुमार सिद्धार्थ के विवाह के कुछ समय बाद उन्हें चंद्रमा के समान सुंदर मुखवाला पुत्र प्राप्त हुआ। उसका नाम राहुल रखा गया। राजा ने बड़े उत्साह के साथ अपने पौत्र का जन्मोत्सव मनाया। उन्हें अब पूरा विश्वास हो गया कि उनके वंश का विस्तार होगा। जैसे वे अपने पुत्र से प्रेम करते हैं वैसे ही उनका पुत्र भी अपने पुत्र से प्रेम करे, इस अभीष्टपूर्ति के लिए उन्होंने अनेक धार्मिक अनुष्ठान किए।

राजा शुद्धोदन ने अपने पुत्र के लिए राज-काज चलाया, वंशवृद्धि के लिए पुत्र का पालन किया, यश के लिए कुल की रक्षा की और स्वर्ग के लिए वेदों का अध्ययन किया। सामान्यतः राजा अपनी राज्य-लक्ष्मी की रक्षा के लिए पुत्र की रक्षा करते हैं, परंतु इस राजा ने धर्म-रक्षा की इच्छा से पुत्र की रक्षा की।

संवेग उत्पत्ति

एक बार राजकुमार सिद्धार्थ ने सुना कि राजमहल से बाहर एक सुंदर उद्यान है। वहाँ घने वृक्ष हैं जिन पर कोयलें कूकती हैं तथा कमलों से भरे सुंदर सरोवर हैं। राजकुमार सिद्धार्थ को वह उद्यान देखने की इच्छा हुई। उसने महाराज से वन-विहार करने के लिए आज्ञा माँगी। राजा ने आज्ञा दे दी। वे चाहते थे कि राजकुमार के मन में किसी प्रकार का वैराग्य-भाव उत्पन्न न हो। इसलिए अनुचरों को ऐसी व्यवस्था करने की आज्ञा दी कि जिधर से राजकुमार निकलें उस मार्ग पर कोई रोगी या पीड़ित व्यक्ति दिखाई न दे। राज कर्मचारियों ने

राजमार्ग से उन सभी व्यक्तियों को शांतिपूर्वक हटा दिया, जो विकलांग थे, वृद्‌ध थे या रोग-पीड़ित थे। इतना ही नहीं उन्होंने राजमहल से लेकर उद्‌यान तक का मार्ग अच्छी तरह सजा भी दिया।

राजा की आज्ञा प्राप्त कर अपने कुछ मित्रों को साथ लेकर राजकुमार सिद्‌धार्थ उद्‌यान देखने के लिए राजमहल से बाहर निकले। वे स्वर्ण आभूषणों से अलंकृत और चार घोड़ों से युक्त रथ में बैठे थे जो श्वेत पुष्पों और पताकाओं से भली-भाँति सुसज्जित था।

जब नगरवासियों ने सुना कि राजकुमार पुरकानन देखने जा रहे हैं तो राजकुमार के दर्शनों के लिए वे अपने-अपने घरों से बाहर आ गए। उन्होंने मन-ही मन उनका अभिवादन किया और उनके दीर्घ जीवन के लिए शुभकामनाएँ व्यक्त कीं।

राजपथ पर राजकुमार के दर्शनों के लिए जगह-जगह प्रजाजन एकत्रित हो गए थे। स्त्रियाँ अटारियों पर चढ़कर या झरोखों से झाँककर उनका दर्शन कर रहीं थीं। सुंदर वेशवाले पुरवासियों से भरे इस राजपथ को देखकर राजकुमार सिद्‌धार्थ बहुत ही प्रसन्न थे। उन्हें लग रहा था जैसे उनका यह नया जन्म हुआ है।

राजकुमार और पुरवासियों को इस प्रकार प्रसन्न देखकर देवताओं को बड़ी चिंता हुई। वे सोचने लगे कि यदि कुमार में वैराग्य-भाव पैदा नहीं हुआ तो क्या होगा! इतने में सिद्‌धार्थ को राजपथ पर एक वृद्‌ध पुरुष दिखाई दिया।

अन्य सभी व्यक्तियों से विलक्षण उस जर्जर शरीरवाले वृद्ध पुरुष को जैसे ही सिद्धार्थ ने देखा, वह चौंका और बड़े ध्यान से उसकी ओर देखने लगा। फिर उसने अपने सारथी से पूछा, "हे सूत, यह कौन है? यह कहाँ से आया है? सफ़ेद बालों वाला यह पुरुष हाथ में लाठी क्यों लिए हुए है? इसकी आँखें भौंहों से कैसे ढँक गई हैं? इसका शरीर क्यों झुका हुआ है? क्या यह कोई विकृति है? या इसकी यही स्वाभाविक स्थिति है? या यह अनायास ही ऐसा हो गया है?"

राजकुमार के इन प्रश्नों को सुनकर सारथी सोचने लगा, अब मैं क्या कहूँ? राजा की आज्ञा के अनुसार वह इस बारे में कुछ भी बताना नहीं चाहता था किंतु न चाहते हुए भी उसने सभी बातें राजकुमार को बता दीं। उसने राजकुमार से कहा, "हे राजकुमार, रूप और शक्ति का नाश करने वाली यह जरावस्था है। यह बुढ़ापा है, जिसमें स्मृति का नाश हो जाता है। इंद्रियाँ शिथिल हो जाती हैं। इसी वृद्धावस्था ने इस पुरुष को तोड़ दिया है। इसने भी बाल्यावस्था में दूध पिया है। सुंदर शरीर प्राप्त कर यौवन का सुख भोगा है और अब कालक्रम से यह बूढ़ा हो गया है।"

सारथी की बातें सुनकर राजकुमार चकित हो गया क्योंकि उसे इस प्रकार का कोई पूर्व अनुभव नहीं था। उसने फिर बूढ़े की ओर देखा और सारथी से पूछा, "क्या यह दोष मुझे भी होगा? क्या मैं भी बूढ़ा हो जाऊँगा?" सारथी ने उत्तर दिया, "हाँ, आयुष्मान! समय आने पर आपको भी वृद्धावस्था अवश्य प्राप्त होगी।"

सारथी का उत्तर सुनकर राजकुमार उद्विग्न हो उठा। उसने दीर्घ निःश्वास लिया, सिर हिलाया और बड़े ध्यान से पुनः उस पुरुष को देखा। फिर चारों ओर प्रसन्नचित्त जनता की भीड़ को देखकर वह सोचने लगा कि ये लोग कैसे हैं जो स्मरणशक्ति और सारे पराक्रमों को समाप्त कर देने वाली इस वृद्धावस्था को देखकर भी अनुद्विग्न बने रहते हैं? उसने फिर सारथी से कहा, "हे सूत, चलो, घर चलें, अपने घोड़ों को मोड़ दो। मन में जब बुढ़ापे का भय भरा हो तो इस उद्यान में मेरा मन कैसे रम सकता है!"

राजकुमार की आज्ञा पाकर सारथी ने रथ को राजभवन की ओर मोड़ दिया। थोड़े ही समय में वह राजभवन आ गया। राजकुमार अब भी बुढ़ापे के बारे में सोच रहा था।

वह रथ से उतरकर अपने भवन में गया और तरह-तरह से इसी विषय में सोचता रहा। परंतु उसे किसी प्रकार शांति का अनुभव न हुआ। वह अपने

पिता के पास आया। उनसे पुनः उद्यान-भ्रमण की आज्ञा ली और उसी राजपथ पर पुनः उसी प्रकार बाहर आ गया।

राजकुमार सिद्धार्थ का रथ जैसे ही उद्यान की ओर अग्रसर हुआ उसे एक रोगी दिखाई पड़ा। उसका पेट बढ़ा हुआ था, कंधे झुके हुए थे और वह लंबी-लंबी साँसें ले रहा था। सिद्धार्थ ने उसी समय रथ को रुकवाया और सारथी से पूछा, ''हे सूत, यह दुबला-पतला व्यक्ति कौन है, जो दूसरों का सहारा लेकर चल रहा है और कराहता हुआ 'हाय माँ, हाय माँ' कह रहा है?''

सारथी ने उत्तर दिया, ''हे सौम्य! यह व्यक्ति बीमार है। रोग से पीड़ित है और असमर्थ हो गया है।'' राजकुमार ने दया भरी दृष्टि से उस रोगी को देखा और फिर सारथी से पूछा, ''क्यों सारथी! यह रोग इसी व्यक्ति को हुआ है या किसी को भी हो सकता है?'' सारथी ने बताया कि रोग-भय तो सभी प्राणियों को लगा रहता है। कोई भी रोग से पीड़ित हो सकता है। परंतु लोग यह जानते हुए भी परवाह नहीं करते।

सारथी का उत्तर सुनकर राजकुमार का मन और भी बेचैन हो उठा। उसका हृदय काँपने लगा। फिर करुण स्वर से वह बोला, ''अरे, ये मनुष्य कैसे अज्ञानी हैं जो रोग-भय से ग्रस्त होने के बाद भी निश्चिंत रहते हैं!'' उसने सारथी से कहा, ''हे सूत, अब तुम रथ को घर की ओर ले चलो, लौट चलो। मुझसे यह रोग-भय सहा नहीं जाता।''

राजकुमार का आदेश पाकर सारथी ने रथ को महल की ओर मोड़ दिया। राजकुमार का हृदय पहले बुढ़ापे के भय से और अब रोग के भय से दुखी था। वह शीघ्र महल में लौट आया और कमरे में जाकर विचारों में डूब गया।

महाराज शुद्धोदन ने इस प्रकार जब दो बार राजकुमार को दुखी मन से लौटा हुआ देखा तो उन्होंने इसका कारण जानना चाहा। उन्होंने सारथी को बुलाया और उससे सारा वृत्तांत सुना। राजा को जब यह ज्ञात हुआ कि राजकुमार जरा और रोग से ग्रस्त व्यक्तियों को देखकर बहुत व्याकुल हो गए हैं और घर लौट आए हैं, तो उन्हें लगा जैसे राजकुमार ने उन्हें त्याग दिया है। उन्होंने जिस भय से राजमार्ग से वृद्ध, रोगी तथा असुंदर लोगों को हटाने का आदेश दिया था, वही भय कैसे उपस्थित हो गया? उन्हें अपने कर्मचारियों और अधिकारियों पर बड़ा क्रोध आया। उन्होंने राजकुमार की यात्रा से पूर्व सारे राजमार्ग को सुसज्जित करने तथा रोगी, वृद्ध आदि लोगों को हटाने का आदेश दिया था। परंतु राजा ने अब इसे अपनी नियति मान लिया और उन अधिकारियों को दंडित नहीं किया। उन्होंने अपने मंत्रियों को बुलाकर इस विषय पर विस्तार

से विचार-विमर्श किया। राजकुमार के मन को बदलने के लिए उन्होंने और अधिक भोग-विलास तथा आमोद-प्रमोद की अच्छी व्यवस्था अंतःपुर में ही कर दी। राजा ने सोचा था, इंद्रियाँ स्वभावतः चंचल होती हैं, अतः राजकुमार भोग-विलास और आमोद-प्रमोद में सब कुछ भूल सकता है। हो सकता है, वह इस प्रकार विषयों में आसक्त होकर यहीं रहे और हमें छोड़कर कहीं अन्यत्र न जाए।

परंतु राजमहल के आमोद-प्रमोद के विशेष आयोजन का भी राजकुमार के मन पर कोई प्रभाव नहीं हुआ। इस पर राजा ने यह सोचकर कि नगर-दर्शन से राजकुमार का मन बदल सकता है, राजकुमार के लिए पुनः नगर-दर्शन की विशेष व्यवस्था की। उन्होंने पूरे नगर को भली-भाँति सुसज्जित करवाया। सर्वत्र विविध कलाओं में निपुण सुंदरियों को नियुक्त किया और ऐसी व्यवस्था की जिससे राजकुमार का मन किसी भी प्रकार उद्विग्न न हो। उन्होंने राजकुमार के रथ और उसके सारथी को भी बदल दिया।

सारी व्यवस्था करने के बाद महाराज शुद्धोदन ने पुनः राजकुमार सिद्धार्थ को नगर-दर्शन के लिए प्रेरित किया और अनेक युवक-युवतियों के साथ नगर दर्शन के लिए बाहर भेज दिया।

नगर के सुसज्जित मार्गों और सुंदर युवक-युवतियों को देखकर राजकुमार सिद्धार्थ बहुत प्रसन्न थे। प्रसन्नतापूर्वक नगर-दर्शन करते हुए जब वे आगे बढ़ रहे थे, तभी उन्हें किसी मृत व्यक्ति की शव-यात्रा दिखाई दी।

राजकुमार ने जब इस सुंदर वातावरण में शव-यात्रा देखी और उसके साथ रोते-बिलखते लोगों को देखा तो वह चौंक गया। उसने रथ रुकवाया और सारथी से पूछा, "हे सूत! यह क्या है जिसे चार आदमी अपने कंधों पर उठाकर ले जा रहे हैं, इसके पीछे आने वाले लोग क्यों रो रहे हैं? जिसे लोग उठाकर ले जा रहे हैं, उसे तो अच्छी तरह से सजाया है, फिर भी ये लोग रो क्यों रहे हैं? मेरी समझ में कुछ भी नहीं आ रहा है। मुझे ठीक-ठीक बताइए, यह सब क्या है?"

यद्यपि राजा ने सारथी को समझा दिया था कि वह ऐसी कोई बात राजकुमार को न बताए जिससे उसका मन बेचैन हो परंतु सारथी राजकुमार का आग्रह नहीं टाल सका। उसने राजकुमार को बताया कि यह ऐसा व्यक्ति है जिसकी चेतना, बुद्धि, प्राण, इंद्रिय गुण आदि समाप्त हो चुके हैं। अब यह लकड़ी के टुकड़े के समान है। जिसे बड़े लाड़-प्यार से पाला-पोसा गया था, उसे ही आज ये लोग रो-धोकर हमेशा के लिए छोड़ने जा रहे हैं।

सारथी की ये बातें सुनकर राजकुमार अत्यंत व्यग्र हो गया। उसने पहली बार मृत व्यक्ति के दर्शन किए थे। उसकी समझ में कुछ भी नहीं आ रहा था। उसने पुनः सारथी से पूछा, "क्या यह स्थिति सभी की होती है या इसी की है? क्या यह इसी का अंत है या सभी का यही अंत होता है?"

सारथी ने उत्तर दिया, "हाँ, राजकुमार सभी प्राणियों की यही अंतिम गति है क्योंकि सभी नाशवान हैं। चाहे कोई व्यक्ति उत्तम हो, मध्यम हो या अधम हो, अंत सभी का है और अंत सबका एक-सा ही है।"

सारथी की बातें सुनकर राजकुमार यद्यपि अधीर तो नहीं हुआ, परंतु मृत्यु की प्रथम प्रतीति के कारण वह उसके विषय में सोचने लगा। थोड़ी देर विचारों में डूबे रहने के बाद उसने गंभीर स्वर में कहा, "सभी प्राणियों की मृत्यु निश्चित है फिर भी लोगों को डर नहीं लगता। मनुष्य क्यों सावधान नहीं होते? लगता है, लोगों का मन बड़ा कठोर है, तभी तो मृत्यु मार्ग पर चलते हुए भी, वे उसे भूले रहते हैं। हे सारथी, लौट चलो, चलो घर चलें। यह समय आमोद-प्रमोद का नहीं है। मृत्यु को जानकर भी भला कोई बुद्धिमान व्यक्ति कैसे अपने आपको आमोद-प्रमोद में डुबो सकता है।" सारथी को घर लौटने की आज्ञा देकर राजकुमार संसार की असारता के विषय में सोचता हुआ विचारों में डूब गया।

यद्यपि राजकुमार ने सारथी से रथ को राजमहल ले चलने के लिए कहा था, परंतु उसे राजा की आज्ञा याद थी। अतः वह राजकुमार के रथ को राजमहल न ले जाकर 'पद्म खंड' नाम के उद्यान की ओर ले गया। राजा की आज्ञा के अनुसार इस उद्यान को विशेष रूप से सुसज्जित किया गया था। धीरे-धीरे राजकुमार का रथ वन-प्रांतर की ओर अग्रसर होने लगा। राजकुमार ने विविध प्रकार के पुष्पों से युक्त छोटे-छोटे वृक्षों को देखा, जिन पर मतवाली कोयलें कूक रही थीं। पास ही सुंदर पुष्करिणी थी, जिसमें अनेक कमल खिले हुए थे। सारा उद्यान नंदन वन जैसा सुंदर लग रहा था। परंतु इस सुंदर वन-प्रांतर में भी राजकुमार का मन नहीं लग रहा था।

पद्म-खंड उद्यान में राजा शुद्धोदन द्वारा नियुक्त नवयुवतियों ने जब सुना कि राजकुमार सिद्धार्थ उपवन में प्रवेश कर चुके हैं तो उन्होंने द्वार के पास ही उनका स्वागत किया। उन्होंने प्रसन्नतापूर्वक राजकुमार को रथ से उतारा और प्रेमभरी आँखों से निहारा। उन्हें ऐसा लग रहा था कि जैसे स्वयं कामदेव उनके सामने आ गया हो। राजकुमार के सुंदर रूप को निहार कर वे इतनी मुग्ध हो गईं कि न कुछ बोल सकीं, न हँस सकीं, बस देखती ही रहीं।

इस प्रकार प्रेम-विह्वल स्त्रियों को कुछ न करते देखकर कुमार के मित्र तथा राजपुरोहित के पुत्र उदायी ने सुंदरियों से कहा कि आप सभी रूप और यौवन से संपन्न हैं, सभी कलाओं में निपुण हैं। अतः अपने हाव-भाव से राजकुमार को आमोद-प्रमोद में तल्लीन कीजिए। उनके मन के वैराग्य-भाव को दूर कीजिए।

उदायी की ये बातें सुनकर सभी स्त्रियाँ राजकुमार को आकर्षित करने के लिए प्रयत्न करने लगीं। उन्होंने राजकुमार को निकट से निहारा और अपने हाव-भाव से उन्हें आकर्षित करने का प्रयास किया। सुरम्य वातावरण में सुंदर स्त्रियों के बीच राजकुमार प्रसन्न तो दिखा परंतु वह जितेंद्रिय था, अतः अनासक्त भाव से सब कुछ देखता रहा। मन-ही-मन सोचता रहा कि क्या ये स्त्रियाँ यौवन की अस्थिरता नहीं जानतीं? क्या ये नहीं जानतीं कि जिस रूप के कारण ये उन्मत्त हैं,उसे बुढ़ापा शीघ्र ही समाप्त कर देगा। अवश्य ही इन स्त्रियों ने रोग नहीं देखा,तभी तो ये इस प्रकार प्रसन्न हैं। इन्हें मृत्यु का भी भय नहीं है, तभी तो इस प्रकार हँस रही हैं।

नवयुवतियों के बीच भी राजकुमार को ध्यान-मग्न देखकर साथ में आए उनके मित्र उदायी ने उन्हें समझाते हुए कहा, "हे मित्र! यह क्या है? आप क्यों इतने उदासीन हैं? आप तो बलवान हैं, सुंदर हैं, युवक हैं, फिर भोग-विलास का तिरस्कार क्यों कर रहे हैं?"

उदायी की ये बातें सुनकर राजकुमार ने धीर-गंभीर वाणी में उत्तर दिया, "हे मित्र! आप जो कह रहे हैं, वह ठीक ही है। परंतु मैं भी आपसे कुछ कहना चाहता हूँ। मैं विषयों की उपेक्षा नहीं करता और मैं यह जानता हूँ कि सारा संसार विषयों की उपेक्षा नहीं करता। मैं यह भी जानता हूँ कि सारा संसार विषयों में ही डूबा हुआ है। किंतु इस जगत को अनित्य जानकर, अब मेरा मन इनमें रम नहीं रहा। जरा, व्याधि और मृत्यु न होती तो मेरा मन भी इनमें अनुरक्त होता। परंतु मैं जानता हूँ , इस यौवन और सौंदर्य को बुढ़ापा समाप्त कर देगा। हे मित्र! ऐसे क्षणभंगुर यौवन में अनुराग अज्ञान के कारण ही हो सकता है।"

राजकुमार सिद्धार्थ जब अपने मित्र से वैराग्य उत्पन्न करने वाली बातें कर रहा था तभी सूर्य अस्त होने लगा। सभी नवयुवतियाँ नगर की ओर लौटने लगीं और सारे उद्यान और नगर की शोभा अंधकार की चादर में सिमटने लगी।

इस समय राजकुमार सिद्धार्थ को बोध हुआ कि इस जगत में सब कुछ क्षणिक है, सब कुछ अनित्य है। जगत की अनित्यता के विषय में सोचते हुए

वह अपने राजभवन की ओर चल पड़ा। थोड़े समय में राजभवन पहुँचकर वह सीधे अपने महल में गया और संसार की नश्वरता के विषय में और विचार करता रहा।

महाराज शुद्धोदन ने जब सुना कि राजकुमार सभी विषयों से विमुख होकर लौट आया है तो उन्हें बहुत दुख हुआ। जैसे किसी हाथी के हृदय में बाण लग जाने से वह रातभर सो नहीं पाता वैसे ही महाराज भी रातभर सो नहीं सके। उन्होंने अपने मंत्रियों को बुलाया और उनके साथ मंत्रणा करते रहे कि क्या उपाय किए जाएँ जिससे राजकुमार का मन बदले, उसका वैराग्य समाप्त हो और विषयों के प्रति आसक्ति जागे।

प्रश्न

1. सिद्धार्थ के बारे में महर्षि असित की क्या भविष्यवाणी थी? संक्षेप में बताइए।
2. आप कैसे कह सकते हैं कि बालक सिद्धार्थ विशेष मेधावी था?
3. महाराज शुद्धोदन सिद्धार्थ की सुख-सुविधाओं की व्यवस्था के लिए क्यों विशेष प्रयत्नशील रहते थे?
4. राजकुमार सिद्धार्थ के मन में संवेग की उत्पत्ति के क्या कारण थे?

अध्याय 2

गृह-त्याग

शाक्त पुत्र सिद्धार्थ को विविध प्रकार के आमोद-प्रमोद तथा भोग-विलासों द्वारा लुभाने का प्रयत्न किया गया था, परंतु उसे उनमें न शांति मिली न सुख। जैसे कोई सिंह विषाक्त बाण के लग जाने पर बहुत बेचैन हो जाता है वैसे ही राजकुमार बेचैन हो गया था। इसलिए उसके मन में शांति प्राप्ति के लिए वन की ओर जाने की इच्छा हुई। उसने अपने कुछ घनिष्ठ मित्रों को साथ लिया और वन जाने के लिए महाराज से आज्ञा माँगी।

आज्ञा प्राप्त कर राजकुमार सिद्धार्थ अपने मित्रों के साथ राजभवन से निकला। सुंदर घोड़ों पर सवार होकर वह सुदूर वन-प्रांतर की ओर चल पड़ा। रास्ते में उसने जुते हुए खेतों को देखा, खेतों में हल से उखड़ी हुई घास तथा अन्य खरपतवार देखे। हल की जुताई से मरे हुए कीड़े-मकोड़ों को देखकर राजकुमार का हृदय द्रवित हो गया। उसका मन शोक से भर गया। वह विह्वल होकर घोड़े की पीठ से उतर गया और धरती पर इधर-उधर घूमने लगा। राजकुमार का मन जन्म और मृत्यु के विषय में सोचते-सोचते बहुत ही व्याकुल हो गया।

मन को एकाग्र करने की इच्छा से राजकुमार ने अपने मित्रों को वहीं रोक दिया और स्वयं सामने जामुन के पेड़ के नीचे बैठकर ध्यान करने लगा। थोड़ी देर ध्यान करने से वह कुछ स्थिर हुआ। वह राग-द्वेष से मुक्त होकर तर्कसंगत विचारों में डूब गया। धीरे-धीरे उसने मानसिक समाधि प्राप्त की और उसे शांति और सुख का अनुभव हुआ।

धीरे-धीरे सिद्धार्थ के मन में सांसारिक जीवन की गति स्पष्ट होने लगी। उसे लगा, लोग अज्ञानवश ही जरा, व्याधि और मृत्यु की उपेक्षा कर रहे हैं। वह

सोचने लगा, क्या मैं भी इन्हीं की तरह इनकी उपेक्षा करूँ? नहीं, मेरे लिए यह उचित नहीं होगा। इस प्रकार के विचारों से उसका अहंकार समाप्त हो गया। अब वह हर्ष, संताप और संदेह से मुक्त था। इस समय वह न निद्रा में था, न तंद्रा में। अब उसके मन में किसी के लिए न राग था, न द्वेष।

इस मानसिक समाधि से सिद्धार्थ की बुद्धि जब निर्मल हो गई तो उसे भिक्षु वेश में एक पुरुष दिखाई दिया। वह और किसी को नहीं दिखाई पड़ रहा था। सिद्धार्थ ने उस पुरुष से पूछा कि आप कौन हैं? तो उसने बताया, "मैं जन्म-मृत्यु से डरा हुआ एक संन्यासी हूँ, मैं मोक्ष की खोज में हूँ। अपने-पराए के प्रति समान भाव रखते हुए अब मैं राग-द्वेष से मुक्त हो गया हूँ। अतः अब विचरण ही करता रहता हूँ। कभी किसी पेड़ के नीचे, कभी किसी निर्जन देवालय में, कभी किसी पर्वत पर, कभी किसी वन-प्रांतर में रहता हूँ। सभी आशाओं से मुक्त, संग्रहशीलता से मुक्त, अनायास जो कुछ मिल जाए उसे ही खाकर मैं मोक्ष की खोज में घूमता रहता हूँ।" यह कहकर वह संन्यासी राजकुमार के देखते-देखते अंतर्धान हो गया।

उस संन्यासी के अदृश्य हो जाने के बाद राजकुमार सिद्धार्थ को बहुत ही प्रसन्नता हुई। उसे विस्मय भी हुआ। उसे धर्म का ज्ञान प्राप्त हो गया था, इसलिए उसने अब अपने मन में घर त्यागने का संकल्प कर लिया। जितेंद्रिय

राजकुमार ने वहीं से वन जाने का प्रयत्न नहीं किया, वरन वह प्रसन्नतापूर्वक अपने मित्रों को साथ लेकर नगर की ओर चल पड़ा।

राजकुमार जब अपने राजभवन की ओर जा रहा था तो राजमार्ग में किसी राजकन्या ने उसे देखा और हाथ जोड़कर कहा, "हे विशाल-नयन! आप जिस स्त्री के पति हैं, वह निश्चित ही निवृत्त है, सुखी है।" राजकुमार को इस 'निवृत्त' शब्द के श्रवण मात्र से परम शांति का अनुभव हुआ और वह निर्वाण के विषय में सोचने लगा।

राजकुमार इसी भाव के साथ सीधा राजसभा में पहुँचा, जहाँ मंत्रियों के बीच राजा वैसे ही सुशोभित हो रहे थे, जैसे देवताओं की सभा में इंद्र।

राजकुमार ने हाथ जोड़कर पहले राजा को प्रणाम किया और फिर सविनय निवेदन किया, "हे नरदेव, मैं अब मोक्ष-प्राप्ति के लिए संन्यास लेना चाहता हूँ, आप कृपाकर मुझे आज्ञा प्रदान करें, क्योंकि यह निश्चित है कि एक न एक दिन मेरा और आपका वियोग होगा। अतः अभी जाने की आज्ञा प्रदान कर मुझे उपकृत करें।"

राजकुमार के वचनों को सुनकर राजा उसी तरह काँप गए जिस तरह कोई वृक्ष हाथी की रगड़ से काँप जाता है। उनका गला भर आया, उन्होंने कुमार का हाथ पकड़ कर कहा, "हे तात! इस तरह के विचारों को तुम त्याग दो। अभी संन्यास लेने का समय तो मेरा है। तुम तो पुरुषार्थ करो। राजलक्ष्मी का भोग करो। गृहस्थ धर्म का पालन करो और युवावस्था में सुख भोगने के बाद तुम तपोवन में प्रवेश करना। यह तुम्हारे संन्यास ग्रहण करने का समय नहीं है।"

राजा ने तरह-तरह के तर्क देकर राजकुमार को समझाया। परंतु राजकुमार ने उनके सभी तर्कों को निरस्त कर दिया। अंत में कहा, ''यदि आप मेरी चार बातों को पूरा कर दें तो मैं आपको वचन देता हूँ कि मैं तपोवन नहीं जाऊँगा। वे चार बातें हैं :

मेरी मृत्यु न हो।
मैं सदा रोगमुक्त रहूँ।
मुझे कभी बुढ़ापा न आए और
मेरी संपत्ति सदा बनी रहे।''

राजकुमार सिद्धार्थ की इन असंभव बातों को सुनकर महाराज शुद्धोदन चकित हो गए। उन्होंने उसे बहुत समझाया और कहा, "हे पुत्र, ऐसी ऊटपटांग बातें मत करो। मेरा हृदय फटा जा रहा है। देखो, तर्कहीन बातें करने वाला व्यक्ति सदा उपहास का पात्र होता है। अतः तुम इस विचार को छोड़ दो।"

परंतु राजकुमार ने उनकी एक भी बात न मानी और अंत में कहा, "न सही मेरी बातों में कोई तर्क। किंतु मुझे लगता है, जिस घर में आग लग गई हो, उससे निकल जाना ही श्रेयस्कर है। जब मेरा आपका वियोग निश्चित है, तो धर्म पालन के लिए उस वियोग को मैं अभी क्यों न चुन लूँ। नहीं तो मृत्यु तो हमें अलग करेगी ही।"

राजकुमार की इस प्रकार की निश्चय भरी बातें सुनकर मंत्रियों ने भी उसे बहुत समझाया। राजा ने आँखों में आँसू भरकर उसे रोकना चाहा, परंतु उसने किसी की एक भी बात न मानी और अपना निर्णय सुनाकर अपने महल की ओर चल दिया।

जैसे ही राजकुमार अपने महल में पहुँचा, उसे सुंदर स्त्रियों ने घेर लिया। उस तेजस्वी राजकुमार को देखकर वे मोहित हो गईं। पर राजकुमार पर उनका कोई प्रभाव नहीं पड़ा। वह अपने कक्ष में गया और सोने के आसन पर बैठ गया। अब भी वह परमार्थ सुख की प्राप्ति के लिए घर से निकल जाने के विचारों में डूबा हुआ था। विचार करते-करते राजकुमार का मन सब कुछ छोड़कर चलने के लिए उतावला हो गया। वह निःशंक भाव से उठा और झट से अपने कक्ष से बाहर आ गया।

वहाँ राजकुमार ने सोते हुए अश्व-रक्षक छंदक को जगाया और कहा, ''हे छंदक! तुम शीघ्र कंथक (घोड़े) को ले आओ। मैं अभी अमृत-प्राप्ति के लिए जाना चाहता हूँ। आज मेरे हृदय में संतोष है। बुद्धि में दृढ़ निश्चय है और मेरा लक्ष्य मेरे सामने है। लगता है, मेरे जाने का समय आ गया है।''

अश्व-रक्षक छंदक राजा की इच्छा तो जानता था, लेकिन उसने चुपचाप राजकुमार की आज्ञा का पालन किया। वह शीघ्र ही अश्वशाला में गया और वहाँ से वेगवान अश्व कंथक को ले आया।

राजकुमार ने घोड़े के शरीर पर हाथ फेरा और कहा, "हे तुरग श्रेष्ठ! तुम पर सवार होकर हमारे राजा ने अनेक शत्रुओं को जीता है। अब तुम ऐसा करो जिससे मुझे अमृत पद की प्राप्ति हो। इसका लाभ तुम्हें भी होगा, तुम्हें पुण्य मिलेगा। इसलिए तुम मेरे हित के लिए और जगत के कल्याण के लिए मुझे शीघ्र ही यहाँ से निकाल ले चलो।"

इस प्रकार उस श्वेत अश्व को समझा कर राजकुमार उस पर सवार हो गया। ऐसा लगता था जैसे कि शरदकालीन मेघ पर सूर्य सवार हो गया हो। वह घोड़ा इस तरह चलने लगा, जिससे किसी प्रकार की आवाज़ न हो, कोई परिजन जागे नहीं। बिना हिनहिनाए वह शीघ्र राजभवन के द्वार पर आ गया। राजमहल के द्वार अपने आप खुल गए। सभी प्रहरी सो गए और राजकुमार अपने दृढ़ संकल्प के साथ, अपने हितैषी पिता, प्रिय पुत्र, अनुरक्त गृहलक्ष्मी और अन्य प्रियजनों को त्याग कर नगर से बाहर निकल गया।

राजकुमार सिद्धार्थ ने एक बार नगर की ओर मुड़कर देखा और घोषणा की, "जन्म और मृत्यु के पार देखे बिना मैं अब इस कपिलवस्तु नगर में प्रवेश नहीं करूँगा।"

सूर्य के घोड़ों के समान यह घोड़ा भी किसी दैवी प्रेरणा से द्रुत गति से चला जा रहा था। उदीयमान सूर्य की किरणों से जब तारे मलिन होने लगे, तब तक वह राजकुमार को लेकर नगर से कई योजन दूर निकल आया था।

छंदक की वापसी

थोड़े समय बाद सामने भार्गव ऋषि का आश्रम दिखाई दिया। आश्रम के पास निश्चिंत भाव से अभी अनेक हिरण सोए हुए थे। वृक्षों पर पक्षी शांत बैठे थे। आश्रम की यह शोभा देखकर राजकुमार प्रसन्न हुआ और उसे लगा कि वह कृतार्थ हो गया। उसकी सारी थकान जाती रही। आश्रम के द्वार पर पहुँचकर तपस्या को सम्मान देने के लिए वह विनम्रभाव से घोड़े की पीठ से उतर गया।

घोड़े से उतरकर राजकुमार ने पहले अपने घोड़े को सहलाया, उसे पुचकारा और कहा, "हे वत्स, तुमने मुझे पार उतार दिया है।" फिर स्निग्ध दृष्टि से

छंदक को निहारते हुए कहा, ''हे सौम्य, गरुड़ के समान द्रुतगति से चलने वाले इस घोड़े के साथ-साथ दौड़कर तुमने जो मुझमें भक्ति दिखाई है, उसने मेरा मन जीत लिया है। मैं तुमसे पूरी तरह संतुष्ट हूँ क्योंकि तुम्हारे मन में इसके लिए किसी फल की कामना नहीं है। मैं और क्या कहूँ! तुमने मेरा प्रिय कार्य किया है। अब तुम घोड़े को लेकर लौट जाओ। मुझे मेरा गंतव्य मिल गया है।''

इतना कहकर राजकुमार ने प्रत्युपकार के रूप में अपने सारे आभूषण उतार कर छंदक को दे दिए। उन्होंने दीपक के समान चमकने वाली एक मणि अपने मुकुट से निकाल कर उसे दी और कहा, ''हे छंदक, राजा को यह मणि देकर मेरी ओर से बारंबार नमस्कार करना और उनके शोक-निवारण के लिए मेरा यह संदेश कहना :

हे तात, मैं स्वर्ग की तृष्णा से या वैराग्य भाव से या क्रोध से तपोवन नहीं आया हूँ। मैं जरा और मरण के नाश का मार्ग खोजने के लिए यहाँ आया हूँ। शोक-त्याग के लिए निकलने वाले व्यक्ति के लिए किसी को शोक नहीं करना चाहिए। मैं अपने पूर्वजों की परंपरा का ही अनुसरण कर रहा हूँ। अतः आप मेरे लिए शोक न करें। मृत्यु रूपी शत्रु के रहते हुए जीवन का क्या भरोसा! इसीलिए युवावस्था में ही मैंने कल्याण का मार्ग चुन लिया है।''

राजकुमार ने फिर छंदक से कहा, "हे सौम्य, इसी तरह की और भी बातें करके तुम राजा को समझाना। तुम मेरी बुराई भी करना, क्योंकि दोष-दर्शन के कारण स्नेह छूट जाता है और स्नेह समाप्त होने से शोक समाप्त हो जाता है।'

राजकुमार की ये बातें सुनकर छंदक बहुत व्याकुल हो गया। उसकी आँखों से आँसू बहने लगे। उसने हाथ जोड़कर भरे गले से कहा, "हे स्वामी, स्वजनों को दुख देने वाले आपके इन विचारों से मेरा मन दलदल में फँसे हाथी के समान व्यथित हो रहा है। आपके इस निर्णय से किसे कष्ट नहीं होगा? कहाँ कोमल शय्या पर सोने योग्य यह शरीर और कहाँ यह कंटकाकीर्ण कठोर तपोभूमि! न जाने मैं आपको यहाँ तक कैसे ले आया? यदि मैं अपने अधीन होता तो आपके निश्चय को जानकर मैं इस अश्व को कभी न लाता। आप अपने वृद्ध पिता को इस प्रकार मत छोड़िए। आप अपनी दूसरी माता (मौसी) को भी मत छोड़िए। देवी यशोधरा का त्याग मत कीजिए। अपने अबोध पुत्र को मत त्यागिए। यदि आपने अपने स्वजनों और राज्य को त्यागने का दृढ़ निश्चय कर ही लिया है, तो भी आप मुझे न त्यागिए। आपके चरणों में ही मेरी गति है। जैसे सुमंत राम को वन में छोड़ गए थे, वैसे ही मैं आपको वन में छोड़कर नगर नहीं लौट सकता।''

उसने आगे कहा, "हे तात, आपके बिना यदि मैं नगर लौट जाऊँगा तो महाराज मुझसे क्या कहेंगे? अंतःपुर की रानियाँ क्या कहेंगी? मैं यदि झूठ-मूठ ही आपकी बुराई करूँगा, तो भी उस पर कौन विश्वास करेगा? इसलिए हे दयालु! आप करुणाकर मुझ पर प्रसन्न हों और घर लौट चलें।"

छंदक की इन बातों को सुनकर कुमार ने बड़े धैर्य और शांति के साथ उसे पुनः समझाया और कहा, "छंदक, स्नेह के कारण चाहे हम स्वयं स्वजनों को न छोड़ें, फिर भी वे एक न एक दिन मृत्यु के कारण छूट ही जाते हैं। जिस माँ ने मुझे कष्टपूर्वक गर्भ में धारण किया, वह माँ अब कहाँ है और मैं कहाँ हूँ? जैसे रात को पक्षी एक वृक्ष पर एकत्र होते हैं और प्रातःकाल फिर अलग हो जाते हैं। उसी तरह सब लोग मिलते हैं और फिर विलग हो जाते हैं। इसलिए तुम संताप छोड़ो और नगर लौट जाओ। यदि तुम्हारा मन न माने तो फिर तुम मेरे पास चले आना। अभी तो तुम कपिलवस्तु लौट जाओ और मेरी प्रतीक्षा कर रहे लोगों को समझाओ। तुम उनसे कहना कि मेरे प्रति मोह को त्याग दें। मैं जन्म-मृत्यु का रहस्य जान कर अवश्य ही कपिलवस्तु लौटूँगा और यदि मुझे लक्ष्य प्राप्त नहीं हुआ तो मैं जीवित नहीं रहूँगा।"

राजकुमार सिद्‌धार्थ के वचनों को सुनकर कंथक अश्व की आँखों से भी आँसू बहने लगे और वह जीभ से अपने स्वामी के चरणों को चाटने लगा। राजकुमार ने भी उसे सहलाते हुए कहा, "हे कंथक! रोओ मत! तुमने आज अच्छा कार्य किया है, उसका सुफल तुम्हें अवश्य मिलेगा।" ऐसा कहकर राजकुमार ने छंदक के हाथ से स्वर्ण जड़ित कृपाण ले ली। उससे अपने केश काटे और मुकुट फेंक दिया।

राजकुमार ने अपने सारे अलंकारों का त्याग किया और स्वर्णिम वस्त्रों को त्याग कर वन-वस्त्र धारण करने की इच्छा की। तभी एक शिकारी प्रकट हो गया जो काषाय वस्त्र धारण किए हुए था। सिद्‌धार्थ ने उस शिकारी से कहा, "हे सौम्य! इस हिंसक धनुष के साथ ऋषियों के काषाय वस्त्र आपको शोभा नहीं देते। यदि आपको इन वस्त्रों से मोह न हो तो आप मेरे शुभ वस्त्रों को ले लें और अपने ये काषाय वस्त्र मुझे दे दें।"

सिद्‌धार्थ की बातें सुनकर शिकारी ने कहा, "यदि आपको मेरे काषाय वस्त्र अच्छे लगते हैं, तो ले लीजिए और मुझे अपने वस्त्र दे दीजिए।" दोनों ने परस्पर वस्त्र बदले। इसके बाद शिकारी चला गया। यह सब देखकर छंदक आश्चर्यचकित रह गया। छंदक ने काषाय वस्त्रधारी राजकुमार को विधिवत प्रणाम किया। काषायधारी सिद्‌धार्थ ने उसे प्रेमपूर्वक विदा किया और स्वयं अकेला आश्रम की ओर चल पड़ा।

राज्य से विरक्त अपने स्वामी को इस प्रकार जाते देखकर छंदक फूट-फूट कर रोने लगा और भूमि पर गिर पड़ा। थोड़ी देर बाद होश आने पर वह फिर उठा और कंथक से लिपट कर रोने लगा। धीरे-धीरे साहस बटोरकर वह कपिलवस्तु की ओर चलने लगा। कभी रोता, कभी बिलखता, कभी गिरता और कभी उठता, वह धीरे-धीरे कपिलवस्तु की ओर चलता गया।

तपोवन प्रवेश

रोते हुए छंदक को विदा कर जब सिद्धार्थ ने किसी सिद्धयोगी की तरह आश्रम में प्रवेश किया तो उनके स्वरूप से सारा आश्रम अभिभूत हो गया। उनके शरीर पर कोई राजचिह्न नहीं था, फिर भी सभी आश्रमवासियों की दृष्टि उनकी ओर अनायास ही आकृष्ट हो गई। जो किसान अपनी स्त्रियों के साथ खेत की ओर जा रहे थे, वे सिद्धार्थ की ओर देखते रह गए। जो ब्राह्मण-कुमार हाथों में समिधा और फूल लिए हुए लौट रहे थे एकटक कुमार की ओर देखते रह गए और अपने मठ की ओर जाना भूल गए। काषाय वेशधारी सिद्धार्थ को देखकर आश्रम के मोर प्रसन्न होकर बोलने लगे। चंचल नेत्र वाले मृग चरना भूलकर उनके सामने आकर खड़े हो गए और गायों के थनों से स्वतः दूध चूने लगा।

आश्रम के ऋषि-मुनियों ने जब दूर से ही सिद्धार्थ को देखा तो चकित हो गए और कहने लगे, "क्या यह आठवाँ वसु है? या अश्विनी-कुमारों में से ही कोई एक है जो स्वर्ग से पृथ्वी पर आ गया है।" इस तरह इंद्र के समान शरीर वाले उस कुमार ने सहसा सूर्य के समान अपने प्रकाश से सभी के मन को प्रकाशित कर दिया।

आश्रम में प्रवेश करने के बाद आश्रमवासियों ने सिद्धार्थ का स्वागत किया, उनका अभिनंदन किया और कुशल समाचार पूछे। सिद्धार्थ ने भी सभी आश्रमवासियों का अभिनंदन किया। मोक्ष चाहने वाले कुमार ने स्वर्ग चाहने वाले आश्रमवासियों के साथ बातचीत की और तपोवन का निरीक्षण किया। उन्होंने आश्रम की सारी गतिविधियों की जानकारी प्राप्त की और तपस्या के विविध रूपों के विषय में चर्चा की। प्रारंभिक परिचय के बाद उन्होंने आश्रम के तपस्वी साधकों से कहा, "आज मैं पहली बार आश्रम देख रहा हूँ। मैं यहाँ के नियमों से नितांत अपरिचित हूँ। कृपया आप बताइए कि आपका लक्ष्य क्या है? आप क्या कर रहे हैं?" तब एक तपस्वी ने उन्हें विभिन्न प्रकार की

साधनाओं के विषय में बताया और उनके फलों की जानकारी भी दी। उन्होंने बताया कि कुछ तपस्वी पक्षियों की तरह बीन-बीन कर अन्न चुगते हैं। कुछ मृगों की तरह तृण चरते हैं। कुछ बाँबियों में साँपों के साथ रहकर वायु पर ही जीवित रहते हैं। कुछ जटाधारी साधु मंत्रों से अग्नि में आहुति देते हैं। कुछ जल में प्रवेश कर मछलियों के साथ रहते हैं। इस तरह विविध प्रकार के कठोर तप बहुत समय तक करने के बाद श्रेष्ठ साधक स्वर्ग प्राप्त करते हैं तथा निकृष्ट साधक पुनः धरती पर जन्म लेते हैं। अंत में तपस्वी ने कहा, "दुख के मार्ग पर चलने से ही सुख मिल सकता हैं और सुख ही धर्म का मूल है।"

राजकुमार सिद्धार्थ ने तपस्वियों की सारी बातें बड़े ध्यान से सुनीं। परंतु उन्हें इनकी बातों से संतोष नहीं हुआ। उन्होंने मन-ही-मन कहा, "विविध प्रकार की ये तपस्याएँ दुख-रूप ही हैं और इन तपस्याओं का फल स्वर्ग है। किंतु जब सब कुछ परिवर्तनशील है, तब इन आश्रमवासियों का परिश्रम भी स्थायी फल देने वाला नहीं हो सकता। उन्हें लगा कि जैसे कुछ लोग इस लोक में सुख पाने के लिए कष्ट भोगते हैं, वैसे ये लोग स्वर्ग में सुख भोगने के लिए कष्ट भोग रहे हैं। यह निंदनीय तो नहीं है, परंतु बुद्धिमानों को कुछ ऐसा करना चाहिए कि फिर करने के लिए कुछ न बचे।"

राजकुमार ने आगे सोचा, यदि इस लोक में शरीर-पीड़ा सहना धर्म है, तो निश्चित ही शरीर के सुख को अधर्म कहना चाहिए। उन्हें लगा यह शरीर तो मन के अधीन है। मन के अनुसार ही यह कर्मों में प्रवृत्त है और उनसे निवृत्त होता है। अतः मन का दमन करना ही उचित होगा।

इस तरह विचार करते-करते शाम हो गई। फिर धीरे-धीरे उन्होंने उस वन में प्रवेश किया जहाँ यज्ञ का धुआँ फैला हुआ था। अग्निहोत्र की पूर्णाहुति दी जा रही थी। ऋषिगण एकत्रित थे, उनके मंत्रों के स्वरों से देव मंदिर गूँज रहा था और सारा वातावरण हवन की सुगंध से परिपूर्ण था।

राजकुमार सिद्धार्थ ने इस आश्रम में कई दिन बिताए। उन्होंने यहाँ पर चल रही सारी तप-विधियों का गहन अध्ययन और परीक्षण किया। किंतु उन्हें इन तप-विधियों से संतोष नहीं मिला। अतः एक दिन उन्होंने इस तपोवन को छोड़ देने का निश्चय किया।

कुछ ही दिनों में राजकुमार सिद्धार्थ के रूप, व्यवहार और विचारों से उस तपोभूमि के सभी निवासी ऐसे प्रभावित हो गए थे कि जब वे आश्रम से जाने लगे तो सभी उनके पीछे-पीछे चलने लगे। जब सिद्धार्थ ने देखा कि सभी आश्रमवासी उनके पीछे-पीछे चले आ रहे हैं तो वे रुके और एक सुंदर वृक्ष के

नीचे बैठ गए। सारे आश्रमवासी उन्हें घेरकर खड़े हो गए। उनमें से एक वृद्ध साधु ने बड़े आदर के साथ उनसे कहा, "हे तात! आपके आने से यह आश्रम भरा-भरा-सा लगने लगा था और अब आपके जाने से यह सूना-सूना-सा होता जा रहा है। इसलिए आप इसे न छोड़ें। यहाँ निकट ही ब्रह्मर्षियों, राजर्षियों और देवर्षियों द्वारा सेवित हिमालय है। चारों ओर पवित्र तीर्थस्थान हैं। क्या आपने इस आश्रम में किसी को निकम्मा या संकुचित विचारवाला देखा है? किसी को अपवित्र देखा है? जिसके कारण आप यहाँ रहना नहीं चाहते। आपको जब तक अच्छा लगे तब तक आप यहीं रहें। ये तपस्वी अपनी तपस्या में आपको सहायक बनाना चाहते हैं। आपके यहाँ रहने से इन सबका अभ्युदय होगा।"

उस वृद्ध तपस्वी के विनय-वचनों को सुनकर राजकुमार ने कहा, "हे तपोधन, आप सबने मेरे प्रति ऐसे भाव व्यक्त करके मुझे जो स्नेह और आदर दिया है उससे मैं अभिभूत-सा हो गया हूँ। आप लोगों को छोड़ने में मुझे भी वैसा ही दुख हो रहा है जैसे अपने बंधुओं को छोड़ने पर होता है। किंतु आप सबका धर्म स्वर्ग के लिए है और मेरी अभिलाषा मोक्ष की है। इसीलिए मैं इस तपोवन को छोड़ना चाहता हूँ। यहाँ के प्रति मेरे मन में न अरुचि है और न ही मैंने यहाँ कोई अपकार-दुराचार देखा है। आप महर्षि सदृश हैं। पूर्व युग के अनुरूप धर्म में प्रतिष्ठित हैं, परंतु इसमें मेरी कोई रुचि नहीं है। इसीलिए मैं यहाँ से जा रहा हूँ।"

इस तरह तपस्वी कुमार के मनोहर, अर्थयुक्त और स्निग्ध वचन सुनकर सभी अत्यंत संतुष्ट हुए। तभी उनके बीच से एक भस्म लगाए तपस्वी बोला, "हे प्राज्ञ, आपका निश्चय सचमुच ही प्रशंसनीय है। आप ने युवावस्था में ही जन्मगत दोषों को देख लिया है, इसीलिए आपने स्वर्ग का नहीं अपितु अपवर्ग (मोक्ष) का मार्ग चुना है। आप निश्चित ही विचारवान हैं। यदि आपका यही निर्णय है तो आप शीघ्र ही 'विंध्यकोष्ठ' नामक स्थान पर जाइए। वहाँ अराड मुनि निवास करते हैं। आप उनसे तत्वज्ञान सुनिए और यदि आपको रुचिकर लगे तो स्वीकार कीजिए। परंतु आपको देखकर मुझे लग रहा है कि आप में जो अगाध गंभीरता है, जो तेज है तथा जो लक्षण हैं, उनके कारण आप स्वयं उस पद को प्राप्त करेंगे जो पहले किसी अन्य ऋषि-महर्षि ने प्राप्त नहीं किया है।"

यह सुनकर राजकुमार ने सबको नमस्कार किया। सभी आश्रमवासी तपस्वियों ने विधिवत उन्हें प्रणाम किया। फिर राजकुमार आश्रम से बाहर निकल आए और आश्रमवासी धीरे-धीरे लौट गए।

अंतःपुर विलाप

अपने स्वामी के तपोवन जाने के बाद अश्व-रक्षक छंदक धीरे-धीरे अपने घोड़े के साथ कपिलवस्तु की ओर जाने लगा। स्वामी के विरह में वह अत्यंत व्याकुल था, अश्रु थम नहीं रहे थे। जाते समय जिस मार्ग को उसने केवल एक रात में पूरा किया था उसी मार्ग को अब पूरा करने में उसे आठ दिन लगे।

यद्यपि घोड़ा कंथक चल रहा था, पूर्ववत अलंकृत भी था, फिर भी शोक भाव के कारण वह अत्यंत मलिन और निस्तेज लग रहा था। जब से उसके स्वामी तपोवन गए हैं, तब से घोड़े ने न घास खाई है न ही पानी पिया है। इस तरह धीरे-धीरे दोनों ने कपिलवस्तु में प्रवेश किया।

कपिलवस्तु के वन, उपवन, जलाशय आदि सब कुछ कुमार के विरह में अरण्य के समान दिख रहे थे। राजकुमार के बिना दोनों के लौटने पर नगरवासियों ने वैसे ही आँसू बहाए जैसे प्राचीन काल में राम के बिना उनके रथ को देखकर अयोध्यावासियों ने आँसू बहाए थे। लोगों को उन पर खीज आ रही थी और वे कह रहे थे, "पूरे नगर और राष्ट्र को आनंद देने वाले कुमार को तुम कहाँ छोड़ आए हो?"

बेचारा छंदक सबसे यही कहता कि मैंने कुमार को नहीं छोड़ा वरन वे ही मुझे निर्जन में रोता हुआ छोड़कर चले गए। छंदक की बातें सुनकर नागरिक कहते, "तुमने उन्हें किस वन में छोड़ा है? हम सब वहीं जाएँगे क्योंकि उनके बिना यह नगर तो वन के समान हो गया है।"

नगर की जो स्त्रियाँ अपने घरों के झरोखों से झाँक रहीं थीं, वे राजकुमार के बिना घोड़े को देखकर रोने लगीं। अश्रुपूर्ण नेत्रों के साथ कंथक ने जब राजमहल में प्रवेश किया तो आर्त स्वर में हिनहिनाकर उसने अपना दुख प्रकट किया। उसकी हिनहिनाहट सुनकर राजमहल के सभी पक्षी और घोड़े आर्तनाद करने लगे। इस कोलाहल को सुनकर लोगों को लगा, जैसे राजकुमार लौट आए हैं। वे जिस स्थिति में थे, उसी स्थिति में बाहर आ गए। परंतु जब उन्हें ज्ञात हुआ कि राजकुमार नहीं आए हैं, तो सभी दुखी हो गए और रोने लगे। रानी गौतमी विलख-विलख कर रोने लगीं।

अंतःपुर की अनेक स्त्रियाँ शोक के कारण चेनताशून्य हो गईं। यह सब कुछ देख और सुनकर यशोधरा शोक और क्रोध से भरकर छंदक से बोली, "रे छंदक, रात को मुझे विवश सोती छोड़कर तुम मेरे मनोरथ को कहाँ छोड़ आए हो? अरे निर्दयी, अब तुम क्यों रो रहे हो? तुम हमारे हितैषी हो और तुम्हीं ने इस कुल का नाश कर दिया। अरे यह कंथक अब क्यों हिनहिना रहा है? रात के अँधेरे में जब यह कुमार को लेकर गया था, तब क्या यह गूँगा हो गया था?"

यशोधरा के वचन सुन कर छंदक और भी रोने लगा। फिर जैसे-तैसे अपने आपको सँभाल कर बोला, "हे देवि, आप कंथक की निंदा न करें और न ही मुझे दोष दें। क्योंकि हम उस रात विवश थे। राजा के आदेश को जानते हुएं

काम निंदा

मगधराज के मुख से अपने लक्ष्य के प्रतिकूल बातें सुनकर भी सिद्धार्थ ने शांतिपूर्वक निर्विकार भाव से उत्तर देते हुए कहा, "हे हर्यंकवंशी राजा! आपने अपने मित्र के पक्ष में जो कुछ भी कहा है, वह आश्चर्यजनक नहीं है। पूर्वजों की मैत्री को सज्जन अपनी प्रीति परंपरा से और भी बढ़ाते हैं। सचमुच जो धनहीन मित्र की भी सहायता करता है, वही सच्चा मित्र कहलाता है। इसलिए हे राजन! मित्रता और सज्जनता के कारण मैं आपको उत्तर तो नहीं दे सकता, परंतु अनुनय अवश्य करना चाहता हूँ। मैं तो जरा और मृत्यु के भय से ही मोक्ष की इच्छा से धर्म की शरण में आया हूँ। इसलिए मैंने काम को त्यागा है और उसी के साथ अपने बंधुओं को भी छोड़ा है। मैं साँपों से, वज्रपात से या प्रचंड अग्नि से भी उतना नहीं डरता, जितना मैं विषयों से डरता हूँ। काम अनित्य है, वह ज्ञान रूपी धन का चोर है, वह मोह-पाश में बाँधता है। जैसे पवन प्रेरित अग्नि ईंधन से तृप्त नहीं होती, वैसे ही विषय-तृषित व्यक्ति कभी विषय-भोगों से तृप्त नहीं होता। जैसे अनंत नदियों के गिरने से भी समुद्र की तृप्ति नहीं होती, वैसे ही काम के भोग से मनुष्य को कभी तृप्ति नहीं मिलती।

देखिए, देवों द्वारा स्वर्ण की वर्षा किए जाने पर, सभी द्वीपों को जीतने के बाद और इंद्र का आधा आसन प्राप्त करने के बाद भी मांधाता को तृप्ति नहीं मिली। विषयों का चिंतन भी अमंगल है। इसीलिए सज्जन काम का त्याग करते हैं। यह जानकर भी इस काम के विष को कौन ग्रहण करेगा?

आप जानते हैं कि संगीत की आसक्ति से हिरन मरते हैं, रूप की आसक्ति से पतंगे जल जाते हैं, मांस के लोभ से मछलियाँ प्राण देती हैं। आसक्ति का परिणाम ही विपत्ति है। इसलिए मैं मानता हूँ कि इससे दूर रहना ही बुद्धिमानी है।

मैं जानता हूँ , न राजा सदा हँसता रहता है और न दास ही सदा संतप्त रहता है। मेरे लिए राजा और दास दोनों ही बराबर हैं। संपूर्ण पृथ्वी को जीतकर भी सम्राट अपने निवास के लिए एक ही पुर चुनता है। राजा भी एक जोड़ा वस्त्र पहनता है और एक ही शय्या पर सोता है, शेष सब कुछ तो मात्र दिखावा है, मद है।

संतोष हो जाने पर मनुष्य को यह सारा संसार निरर्थक लगने लगता है। इसीलिए मैं जान-बूझकर कल्याण के मार्ग पर प्रवृत्त हुआ हूँ। आप मित्र होने के नाते कामना कीजिए कि मैं अपनी प्रतिज्ञा पूरी करूँ। मैं न तो क्रोध से वन

में आया हूँ न पराजित होकर या किसी फल विशेष-की इच्छा से आया हूँ। इसी लिए मैं आपकी बात नहीं मान पा रहा हूँ । मैं तो संसार रूपी बाण से घायल होकर शांति पाने की इच्छा से निकला हूँ। मुझे तो स्वर्ग का भी राज्य नहीं चाहिए, इस पृथ्वी के राज्य की तो बात ही क्या!

हे राजन, आपने कहा था कि त्रिवर्ग का संपूर्ण रूप से सेवन करना ही परम धर्म है। आपकी यह बात मुझे अनर्थकारी लगती है, क्योंकि त्रिवर्ग नाशवान हैं और संतोषप्रद भी नहीं हैं। मैं तो परम पद उसे मानता हूँ जिसमें न जरा है, न भय है, न रोग है, न जन्म है, न मृत्यु है, न व्याधि है और जिसके पाने के बाद कुछ भी करणीय नहीं रहता। यमराज सभी को किसी भी अवस्था में बलात खींच लेता है, इसीलिए कल्याण के लिए वृद्धावस्था की प्रतीक्षा करना उचित नहीं है।

हे राजन, अब मुझे ठगा नहीं जा सकता है। मैं वह सुख भी नहीं चाहता जो दूसरों को दुख देकर प्राप्त किया जाता है। मैं यहाँ आया था और अब मोक्षवादी अराड मुनि से मिलने जा रहा हूँ। आपका कल्याण हो। आप मुझे कठोर सत्य कहने के लिए क्षमा करें।

हे राजन! आप इंद्र के समान रक्षा करें, सूर्य के समान रक्षा करें, आप अपने गुणों से कल्याण की रक्षा करें, पृथ्वी की रक्षा करें, आयु की रक्षा करें, सत्पुत्रों की रक्षा करें, धर्म की रक्षा करें और अपनी रक्षा करें।"

कुमार भिक्षु के ये आशीर्वचन सुनकर मगधराज ने बड़े अनुनय के साथ हाथ जोड़े और कहा, "आप अपना अभीष्ट प्राप्त करें, कृतार्थ हों और समय आने पर मेरे ऊपर भी अनुग्रह करें।"

"अच्छा, ऐसा ही हो," कह कर सिद्धार्थ वहाँ से वैश्वंतर आश्रम की ओर चल दिए। मगधराज भी सिद्धार्थ के परिव्राजक रूप से विस्मित होकर अनुचरों के साथ राजगृह की ओर लौट आए।

प्रश्न

1. सिद्धार्थ को निर्वाण के विषय में पहली प्रेरणा किस प्रकार मिली?
2. राजकुमार ने तपोवन न जाने के लिए राजा के समक्ष क्या शर्तें रखीं?
3. छंदक कौन था? सिद्धार्थ ने उसे नींद से क्यों जगाया?
4. सिद्धार्थ से अलग होने पर छंदक और कंथक की दशा का वर्णन अपने शब्दों में कीजिए।

बिंबसार से भेंट

राजपुरोहित और राजमंत्री को छोड़कर राजकुमार आगे चलते गए। कुछ समय बाद उन्होंने उत्ताल तरंगों वाली गंगा को पार किया और धन-धान्य से संपन्न राजगृह नामक नगर में प्रवेश किया। चारों ओर से पर्वतों से सुरक्षित और पवित्र तप्त कुंडों से युक्त इस नगर में उन्होंने वैसे ही प्रवेश किया जैसे कि स्वर्ग में स्वयंभू (ब्रह्मा) ने प्रवेश किया था। शिव के समान दृढ़व्रती राजकुमार के गांभीर्य तथा तेज के कारण नगर के लोग उन्हें विस्मय से निहारते रहे। उनका ऐसा प्रभाव था कि जो लोग जा रहे थे, वे रुक गए, जो रुके हुए थे, वे उनके पीछे-पीछे चलने लगे, जो जल्दी-जल्दी जा रहे थे, वे धीरे-धीरे चलने लगे और जो बैठे थे, वे खड़े हो गए। किसी ने आगे बढ़कर अपने हाथों से उनकी पूजा की, किसी ने सिर झुका कर उन्हें प्रणाम किया और किसी ने मधुर शब्दों में उनका अभिनंदन किया। उनको देखकर जो लोग सुसज्जित थे, विचित्र वेशभूषा धारण किए हुए थे, वे लज्जित हो गए और जो वाचाल थे, वे मौन हो गए। उनकी भृकुटी, ललाट, मुख, नेत्र, शरीर, हाथ, पैर, चलने की गति, जो भी जिसने देखी, वह वही देखता रह गया। उस प्रत्यक्ष धर्म की मूर्ति के सामने सभी ठगें से रह गए।

मगध के राजा बिंबसार ने जब अपने महल से उन्हें और उनके पीछे-पीछे चलने वाली भीड़ को देखा तो उन्होंने इसका कारण पूछा। राजकर्मचारियों ने राजा को बताया कि यह शाक्य राजपुत्र परिव्राजक सिद्धार्थ है। इसके विषय में ब्राह्मणों ने यह भविष्यवाणी की थी कि यह या तो परम ज्ञान को प्राप्त करेगा या चक्रवर्ती सम्राट होगा।

यह सुनकर राजा ने अपने अनुचरों को आज्ञा दी, "जाओ और पता लगाओ, वह कहाँ जा रहा है?" राजा की आज्ञा के अनुसार राजकर्मचारी राजमहल से बाहर आए और परिव्राजक वेशधारी सिद्धार्थ के पीछे-पीछे चलने लगे। उन्होंने देखा कि परिव्राजक की दृष्टि स्थिर है, वाणी मौन है, गति नियंत्रित है और वे भिक्षा माँग रहे हैं। भिक्षा में जो कुछ मिलता है, वह उसे ही स्वीकार करते हुए आगे बढ़ रहे हैं।

भिक्षा में मिले अन्न को लेकर वे एक पर्वत पर गए। एकांत निर्झर के पास बैठकर उन्होंने भोजन किया और फिर वे पांडव पर्वत पर जाकर बैठ गए। काषाय वेशधारी सिद्धार्थ पर्वत पर वैसे ही सुशोभित हो रहे थे, जैसे कि उदयाचल पर बालसूर्य प्रकट हो गया हो।

राजकर्मचारियों ने यह सब देखकर राजा बिंबसार को सूचित किया। बिंबसार ने अपने साथ कुछ अनुचरों को लिया और वे स्वयं बोधिसत्व (सिद्धार्थ) से मिलने के लिए चल पड़े।

वहाँ पहुँचने पर राजा बिंबसार ने देखा कि बोधिसत्व पर्यक आसन में शांत भाव से बैठे ऐसे लग रहे हैं जैसे कि बादलों की ओट से चंद्रमा चमक रहा हो। राजा धीरे-धीरे उनके निकट गए और कुशल-क्षेम पूछी। कुमार ने भी यथोचित उत्तर दिया। फिर राजा आज्ञा प्राप्त कर एक शिलाखंड पर बैठ गए और उनसे वार्तालाप करने लगे। राजा बिंबसार ने उनसे कहा, "हे कुमार, आपके कुल से हमारा पुराना प्रेम-संबंध है। हे मित्र, मेरी बात सुनिए। आपका सूर्य वंश महान है और आपकी अवस्था अभी नई है। फिर क्यों आपकी बुद्धि स्वाभाविक क्रम तोड़ कर, राज्य में न रमकर भिक्षा वृत्ति में रमी है? आपका शरीर तो अभी लाल-चंदन के लेप के योग्य है, काषाय वस्त्र धारण करने लायक नहीं है। अभी आपके हाथ प्रजापालन के योग्य हैं, भिक्षा माँगने योग्य नहीं हैं।

हे सौम्य! यदि आप स्नेहवश अपने पिता का राज्य पराक्रम से प्राप्त करना नहीं चाहते, पिता के बाद राज्य प्राप्ति तक प्रतीक्षा नहीं कर सकते, तो आप मेरा आधा राज्य ले लीजिए और भोगिए। आप मेरे साथ मैत्री कीजिए। यदि आपको अपने कुल के अभिमान के कारण मुझ पर विश्वास नहीं है तो मेरी प्रबल सेना की सहायता से शत्रुओं को जीतिए। आप इन दोनों विकल्पों में से किसी एक पर अपनी बुद्धि स्थिर कीजिए और धर्म, अर्थ और काम का सेवन कीजिए। यदि संपूर्ण पुरुषार्थ की प्राप्ति की इच्छा है तो त्रिवर्ग (धर्म, अर्थ, काम) का सेवन कर अपना जन्म सफल कीजिए। आप धनुष चढ़ाने लायक अपनी भुजाओं को इस प्रकार व्यर्थ न कीजिए। ये मांधाता के समान तीनों लोकों को जीतने में सक्षम हैं, फिर पृथ्वी की तो बात ही क्या! निश्चय ही, यह सब कुछ मैं स्नेहवश ही आपसे कह रहा हूँ, न ऐश्वर्य के राग से और न अभिमान से। आपको भिक्षु वेश में देखकर मुझे दया आती है और रोना भी आता है। जब तक बुढ़ापा आपके रूप को नहीं मिटा देता तब तक विषयों को भोगिए। हे धर्मप्रिय! समयानुसार ही धर्माचरण करना चाहिए।"

इस प्रकार मगध के अधिपति ने विविध प्रकार से कुमार को समझाया परंतु वह कैलास पर्वत के समान अटल रहा और ज़रा भी विचलित नहीं हुआ।

को सुखा देता है और अग्नि घास को जला देती है, वैसे ही शोक मुझे जला रहा है। अतः आप घर लौट चलिए और राजसुख भोगिए। समय आने पर वन जा सकते हैं। अभी तो लौट चलिए। मुझ मरणासन्न की उपेक्षा आपको नहीं करनी चाहिए, क्योंकि जीवों पर दया ही सभी धर्मों का मूल है।"

पुरोहित ने आगे कहा, "देखिए, धर्म के लिए वन जाना अनिवार्य नहीं है। सभी प्रकार के सुख भोगते हुए भी अनेक गृहस्थ राजाओं ने मोक्ष प्राप्त किया है। ध्रुव के अनुज बलि और वज्रबाहु, विदेहराज जनक और राम ऐसे ही राजा थे। इसलिए आप भी इन्हीं की तरह ज्ञान और राजलक्ष्मी दोनों का सुख एक साथ भोगिए। मेरी तो यही इच्छा है कि मैं आपका राज्याभिषेक करूँ और स्वयं सहर्ष वन को चला जाऊँ। हे कुमार! राजा के अश्रुसिक्त वचनों को सुनकर आपको राजा के स्नेह को मान देना चाहिए। जैसे भृगुपुत्र परशुराम ने, दशरथ-पुत्र राम ने तथा गंगापुत्र भीष्म पितामह ने अपने पिता की आज्ञा मानी थी वैसे ही आपको भी अपने पिता की आज्ञा माननी चाहिए।

आपका पोषण करने वाली माता अभी जीवित हैं पर वे उसी तरह निरंतर क्रंदन करती रहती हैं जैसे अपने बछड़े के न रहने पर गाय रोती रहती है। हंस से वियुक्त हंसिनी की तरह व्याकुल अपनी पत्नी को आप सनाथ कीजिए। अपने अबोध पुत्र को अपना प्यार दीजिए। नगर तथा अंतःपुर के सभी लोग शोकाकुल हैं, अपने दर्शन से उनका शोक दूर कीजिए।"

राजपुरोहित के इन वचनों को सुनकर कुमार सिद्धार्थ ने सविनय उत्तर दिया, "हे तात, मैं पुत्र के प्रति पिता के प्रेम को जानता हूँ और यह भी जानता हूँ कि राजा का मेरे प्रति विशेष प्रेम है। यह जानते हुए भी जरा, व्याधि और मृत्यु से डर कर ही मैंने लाचारी में स्वजनों को छोड़ा है। संयोग के बाद वियोग अवश्यंभावी है। इसीलिए मैं स्नेही पिता को अभी छोड़ रहा हूँ। अन्यथा अपने प्रिय स्वजनों को कौन नहीं देखना चाहेगा? मेरे कारण राजा को शोक हुआ है, यह मुझे अच्छा नहीं लगा, परंतु मिलन स्वप्न के समान होता है और वियोग के दिन शाश्वत हैं। इसमें संताप का कोई कारण नहीं है। संताप तो अज्ञान के कारण ही होता है।"

कुमार ने आगे कहा, "मनुष्य पूर्वजन्म के स्वजनों को छोड़कर यहाँ आता है और फिर यहाँ स्वजनों को छोड़कर चला जाता है। जब गर्भ से लेकर सभी अवस्थाओं तक मृत्यु सामने खड़ी है, तो मोक्ष के लिए किसी काल विशेष की क्या प्रतीक्षा? राजा मेरे लिए राज्य छोड़ना चाहते हैं, यह उनकी उदारता है। किंतु मेरे लिए यह अपथ्य के समान अग्राह्य है। धर्म की

खोज में मैं वन में आया हूँ। मेरे लिए अब अपनी प्रतिज्ञा को तोड़कर घर लौटना उचित नहीं होगा। मैं अब घर और बंधुओं के बंधन में नहीं पड़ना चाहता।"

राजकुमार की बातों को सुनकर राजमंत्री ने भी उन्हें समझाया। उन्होंने कहा, "हे कुमार, धर्म में आपकी निष्ठा अनुचित नहीं है, परंतु वृद्ध पिता को दुख देकर धर्म का पालन भी उपयुक्त नहीं है। आप प्रत्यक्ष सुख को छोड़कर अदृष्ट लक्ष्य के लिए वन में चले आए हैं, उसमें कोई बुद्धिमानी नहीं है। कुछ लोग पुनर्जन्म को ही नहीं मानते। ऐसी स्थिति में प्रत्यक्ष प्राप्त लक्ष्मी का उपभोग करना ही उचित है।

शास्त्रों का विधान है कि संतान उत्पत्ति द्वारा पितृऋण, वेदों के अध्ययन द्वारा ऋषि ऋण और यज्ञों के द्वारा देव-ऋण से मुक्त होना ही मोक्ष है। इसलिए हे सौम्य, यदि आप की रुचि मोक्ष में है तो शास्त्रानुसार आचरण कीजिए। इससे आपको मोक्ष भी मिलेगा और पिता का शोक भी नष्ट हो जाएगा। आपको तपोवन से घर लौटने में किसी प्रकार का संकोच नहीं करना चाहिए। क्योंकि पहले भी अपनी प्रजा के अनुरोध पर राजा अंबरीष वन से घर लौट आए थे। इसी प्रकार राम और शाल्व देश के राजा द्रुम भी वन से घर लौट आए थे। अतः धर्म के लिए वन से घर लौटने में किसी प्रकार का दोष नहीं है।"

राजमंत्री के तर्कों को सुनकर राजकुमार ने कहा, "मैं इस विषय में दूसरों की बातों पर विश्वास नहीं करता। तपस्या और शांति से जो तत्वज्ञान मुझे होगा, मैं उसे ही स्वीकार करूँगा। राम जैसे पहले के राजाओं के जो उदाहरण आपने दिए हैं, वे मेरे लिए प्रमाण नहीं हैं। इसीलिए यदि सूर्य पृथ्वी पर गिर पड़े, हिमालय चलायमान हो जाए, तो भी मैं बिना तत्वज्ञान प्राप्त किए घर नहीं लौट सकता। मैं जलती हुई आग में प्रवेश कर सकता हूँ , पर असफल होकर घर में प्रवेश नहीं कर सकता।"

इस प्रकार अपनी बातें स्पष्ट रूप से कहकर राजकुमार वहाँ से उठकर आगे चले गए। राजपुरोहित और राजमंत्री, राजकुमार के दृढ़ निश्चय को सुनकर बहुत दुखी हुए। कुछ समय तक वे कुमार के पीछे-पीछे चले, फिर निराश होकर नगर की ओर लौटने लगे।

उन्होंने राजकुमार की गतिविधि के बारे में सूचना देने के लिए कुछ गुप्तचरों को नियुक्त किया। राजा से अब क्या कहेंगे, कैसे उन्हें समझाएँगे, यही सोचते-सोचते कपिलवस्तु की ओर चलने लगे।

भी मैं किसी दैवी प्रेरणा से घोड़ा ले आया और बिना थके रातभर उनके पीछे चलता रहा। घोड़े के चलने पर भी उसके खुरों से किसी तरह की ध्वनि नहीं हुई। राजभवन और नगर के सभी द्वार अपने आप खुल गए और सभी प्रहरी सो गए। इस सबको कोई दैवी विधान ही मानना चाहिए। तभी तो राजकुमार ने अपना मुकुट उतार फेंका और काषाय वस्त्र धारण कर लिए। हे देवि, इस सबके पीछे न मेरी इच्छा थी, न घोड़े की। लगता है, यह सब कुछ दैवी प्रेरणा से ही हुआ है।''

छंदक के मुख से कुमार के जाने की यह अद्भुत कथा सुनकर अंतःपुर की सभी स्त्रियाँ विषाद से भर गईं और फूट-फूटकर रोने लगीं। माता गौतमी विलख-विलख कर रो रही थीं और बार-बार मूर्च्छित हो जाती थीं। यशोधरा रो-रोकर कहती थी कि मैं ही अभागिन हूँ तभी तो वे मुझे छोड़कर गए हैं। मेरी न स्वर्ग-प्राप्ति की इच्छा है, न कोई और। मैं तो बस यही चाहती हूँ कि वे मुझे इस लोक में या परलोक में किसी प्रकार भूलें नहीं। हाय, उस मनस्वी का रूप ही सुकुमार था, उसका हृदय तो अत्यंत कठोर और निर्दय था। तभी तो वे अपने बाल पुत्र को छोड़कर चले गए हैं। मेरा हृदय अवश्य ही पत्थर या लोहे का बना है तभी तो फट नहीं रहा। इस तरह विलाप करते-करते यशोधरा मूर्च्छित हो गई और अंतःपुर की अन्य स्त्रियाँ भी विलख-विलख कर रोने लगीं।

पुत्र को प्राप्त करने के लिए राजा शुद्धोदन देव-मंदिर में हवन आदि अनुष्ठान कर रहे थे। परंतु जब उन्होंने सुना कि छंदक और कंथक लौट आए हैं और कुमार ने संन्यास ग्रहण कर लिया है तो वे व्याकुल होकर पृथ्वी पर गिर पड़े।

राजा शुद्धोदन रो-रोकर कहने लगे, "मुझे, आज, दशरथ से ईर्ष्या हो रही है, जो अपने पुत्र राम के वन जाने पर तत्काल स्वर्ग चले गए। हे भद्र! मुझे वह आश्रम बताओ जहाँ मुझे जलांजलि देने वाले मेरे पुत्र को तुम छोड़ आए हो।" इस तरह राजा पुत्र के वियोग के कारण अपना धैर्य खो बैठे। जैसे राम के वियोग में दशरथ रोते-रोते चेतना-शून्य हो गए थे, वैसे ही वे भी चेतना-शून्य होकर धरती पर गिर पड़े।

राजा को इस प्रकार व्याकुल देखकर राजा के शास्त्रज्ञ पुरोहित और गुणवान मंत्रीगण उनका उपचार करने लगे। उन्होंने राजा को समझाया और कहा, "हे नर-वीर, आप शोक छोड़िए। धैर्य धारण कीजिए। आप असित मुनि की भविष्यवाणी याद कीजिए। उन्होंने कहा था कि इस कुमार को न स्वर्ग रोक सकता है, न चक्रवर्ती राज्य। फिर भी हमें प्रयत्न करना चाहिए। आप आज्ञा

दीजिए। आप कहें तो हम वहाँ जाएँ, जहाँ कुमार गए हैं, उन्हें समझाएँ और बुला लाएँ।"

राजपुरोहित और मंत्रियों की बातें सुनकर राजा ने तुरंत उन्हें जाने की आज्ञा दी और कहा, "शावक के लिए उत्सुक पक्षी की तरह अपने पुत्र के लिए मेरा हृदय छटपटा रहा है। आप लोग शीघ्र जाइए और मेरे पुत्र को ले आइए।"

राजा की आज्ञा प्राप्त कर राजपुरोहित और मंत्रीगण राजकुमार की खोज में शीघ्र ही नगर से निकल पड़े।

कुमार की खोज

राजा शुद्धोदन की आज्ञा पाकर राजपुरोहित और राजमंत्री दोनों शीघ्र उस वन की ओर चलने लगे जहाँ छंदक और कंथक राजकुमार सिद्धार्थ को छोड़ आए थे। कुछ समय बाद वे भार्गव आश्रम के पास पहुँचे। उन्होंने अपना राजसी वेश त्याग दिया और सामान्य नागरिक के रूप में आश्रम में प्रवेश किया। अंदर जाकर उन्होंने आचार्य की अभ्यर्थना की और अपने आने का प्रयोजन बताया।

राजपुरोहित और राजमंत्री की बातें सुनकर आचार्य भार्गव ने कहा, "राजकुमार यहाँ आए थे। वे युवक अवश्य हैं,परंतु अबोध नहीं हैं। वे यहाँ कुछ समय रहे थे, परंतु बाद में मोक्ष की खोज में अराड मुनि के आश्रम चले गए हैं।" आचार्य की बातें सुनकर राजपुरोहित और मंत्री ने उनसे आज्ञा ली और वे पुनः राजकुमार की खोज में आगे निकल गए।

रास्ते में उन्होंने एक वृक्ष के नीचे कुमार को बैठे देखा। लगता था कि कुमार ने कई दिनों से स्नान नहीं किया है। फिर भी उनका शरीर वैसे ही चमक रहा था जैसे कि बादलों के बीच सूर्य चमक रहा हो।

कुमार को देखते ही वे दोनों रथ से उतरे और जैसे वनवासी राम को मनाने वामदेव और वसिष्ठ चित्रकूट गए थे, वैसे ही दोनों कुमार को मनाने वहाँ गए। पुरोहित और मंत्री ने कुमार की और कुमार ने पुरोहित और मंत्री की अभ्यर्थना की। दोनों कुमार की आज्ञा प्राप्त करके उनके पास बैठ गए। वृक्ष के नीचे बैठे कुमार को पुरोहित ने समझाया, "हे कुमार, आपके वियोग से दुखी राजा ने जो कहा है उसे पहले आप सुनिए। धर्म के प्रति आपकी आस्था और आपके भविष्य को मैं जानता हूँ। परंतु आपने असमय ही वन का आश्रय लिया है। उसके कारण मैं शोक की आग में जल रहा हूँ। इसलिए मेरे प्राणों की रक्षा के लिए आपको घर लौट आना चाहिए। जैसे वायु मेघ को उड़ा देता है, सूर्य जल

इसका भी कोई प्रभाव मुनि पर नहीं हुआ तो वह बहुत दुखी हुआ। वह सोचने लगा, "मैंने यही बाण शिव पर छोड़ा था तो वे भी एक बार विचलित हो गए थे। परंतु आज यह निष्फल कैसे हो गया है? क्या इस मुनि के हृदय नहीं है अथवा यह बाण वह बाण नहीं रहा जिसने शिव को पराजित किया था।" इस प्रकार सोचते हुए उसने अपनी सेना को याद किया। तत्काल उसकी विकराल सेना उपस्थित हो गई।

महामुनि के चारों ओर विचित्र और भयंकर आकृति वाले जीवों की भीड़-सी लग गई। वे विविध प्रकार की रूप-सज्जा धारण किए हुए थे। उनमें से कुछ त्रिशूल घुमा-घुमाकर नाच रहे थे, कुछ गदा हाथ में लिए इधर-उधर कूद रहे थे और साँड़ की तरह हुंकार रहे थे।

रात्रि के प्रारंभ में ही शाक्य मुनि और मार के बीच होने वाले युद्ध के कारण सारा आकाश मलिन हो गया, पृथ्वी काँपने लगी और दिशाएँ जलने लगीं। उस समय भयंकर झंझावात प्रवाहित होने लगा। आकाश में उस समय न तारे थे और न चंद्रमा था। चारों ओर घनघोर अंधकार छा गया। इन सबके बीच शाक्य मुनि उसी प्रकार स्थिर चित्त बैठे रहे, जिस प्रकार गायों के बीच में सिंह निश्चिंत भाव से बैठा रहता है।

मार ने तब अपनी सेना को आक्रमण करने का आदेश दिया और कहा कि महर्षि को भयभीत करो जिससे इसका ध्यान भंग हो जाए। आज्ञानुसार सभी महामुनि को डराने लगे। किंतु जैसे खेल में उत्तेजित बालकों को न व्यथा होती है, न उद्वेग, वैसे ही महर्षि इन सबके भयंकर रूपों और क्रिया-कलापों से न व्यथित हुए और न ही उत्तेजित।

जब मार के किसी सैनिक ने अपनी आँखें तरेरकर महामुनि पर गदा से प्रहार किया तो उसका गदा सहित हाथ ही जकड़कर रह गया। किसी ने शिला और किसी ने वृक्ष उठाकर उन पर प्रहार करना चाहा तो स्वयं ही गिर गए। किसी ने उन पर अंगारों की वर्षा की तो मुनि के मैत्री भाव के कारण वे लाल कमलों की पंखुड़ियाँ बनकर बरसने लगे। शाक्य मुनि अपने आसन से ज़रा भी विचलित नहीं हुए। इस भयंकर वातावरण से वन के पशु-पक्षी आर्तनाद करने लगे। सभी भयभीत हो गए। किंतु सिद्धार्थ मार की सेना से भयभीत नहीं हुए। इसपर मार को बहुत दुख हुआ और उसे बहुत क्रोध भी आया। तभी किसी अदृश्य जीव ने आकाश से प्रकट होकर मार से कहा, "तुम व्यर्थ ही क्यों परिश्रम कर रहे हो? जैसे सुमेरु पर्वत को हवा हिला नहीं सकती वैसे ही तुम और तुम्हारे भूतगण इस महामुनि को विचलित नहीं कर सकते। चाहे अग्नि

कुछ समय के बाद उन्हें ऐसा लगने लगा कि इस प्रकार की कठोर तपस्या से व्यर्थ ही शरीर को कष्ट होता है। यह तापस धर्म न वैराग्य दे पाता है, न बोध, न मुक्ति। उन्हें ऐसी अनुभूति भी हुई कि दुर्बल व्यक्ति को मोक्ष नहीं मिल सकता। अतः वे शरीर-बल-वृद्धि के विषय में विचार करने लगे। उन्होंने सोचा भूख, प्यास और श्रम से अस्वस्थ मन के द्वारा मोक्ष भला कैसे प्राप्त हो सकता है? उन्हें लगा कि आहार तृप्ति से ही मानसिक शक्ति मिलती है। स्थिर और प्रसन्न मन ही समाधि पा सकता है तथा समाधि युक्त चित्त वाला व्यक्ति ही ध्यान योग कर सकता है। ध्यान योग के सिद्ध हो जाने के बाद साधक उस धर्म को प्राप्त करता है, जिससे वह दुर्लभ, शांत, अजर-अमर पद प्राप्त होता है। उन्हें लगा कि मुक्ति का उपाय आहार पर ही आधारित है। अतः उन्होंने भोजन करने की इच्छा की।

कठोर तपश्चर्या से बोधिसत्व अत्यंत कृशकाय और दुर्बल हो गए थे, फिर भी वे धीरे-धीरे नैरंजना नदी के तट की ओर गए, स्नान किया और तट के वृक्षों की शाखाओं का सहारा लेकर वे ऊपर आए।

उसी समय निकट ही रहने वाले गोपराज की कन्या 'नंदबाला' प्रसन्नता पूर्वक वहाँ आई। शंख जैसी गोरी बाँहों वाली गोपबाला ने नीला वस्त्र धारण किया था और लग रही थी जैसे फेन मालाओं से युक्त यमुना प्रकट हो गई हो। नंदबाला ने पहले श्रद्धापूर्वक बोधिसत्व को प्रणाम किया और उन्हें पायस (खीर) से परिपूर्ण पात्र प्रदान किया। इस प्रकार के सुभोज्य से तृप्त होकर उन्हें लगा कि वे अब बोधि प्राप्त करने में समर्थ हो गए हैं।

बोधिसत्व के साथ रह रहे पाँच भिक्षुओं ने जब उनका यह आचरण देखा तो उन्हें लगा कि अब यह मुनि भी धर्म-च्युत हो गया है। इसलिए वे इन्हें छोड़कर चले गए।

उन सबके चले जाने के बाद बोधिसत्व सिद्धार्थ ने बोधि प्राप्त करने के लिए दृढ़ संकल्प किया और वे पास ही एक अश्वत्थ (पीपल) वृक्ष के नीचे भूमि पर आसन लगा कर बैठ गए। तभी 'काल' नामक एक सर्प प्रकट हुआ क्योंकि उसे ज्ञात हो चुका था कि यह मुनि अवश्य ही बोधि प्राप्त करेगा। उसने पहले उनकी स्तुति की। काल सर्प ने कहा, "हे मुनि, आपके चरणों से आक्रांत होकर यह पृथ्वी बार-बार डोल रही है, सूर्य के समान आपकी आभा सर्वत्र प्रकाशित है। आप अवश्य ही अपना लक्ष्य प्राप्त करेंगे। हे कमललोचन, जिस प्रकार आकाश में नीलकंठ पक्षियों के झुंड आपकी प्रदक्षिणा कर रहे हैं और

मंद-मंद पवन प्रवाहित हो रहा हे, उससे लगता है कि आप अवश्य ही बुद्ध बनेंगे।"

सर्प द्वारा अपनी स्तुति सुनकर सिद्धार्थ ने तृण लेकर बोधि प्राप्ति के लिए प्रतिज्ञा की। वे महावृक्ष के नीचे बैठ गए। उन्होंने निश्चय किया, "जब तक मैं कृतार्थ नहीं हो जाता, इस आसन से नहीं उठूँगा।"

जब सिद्धार्थ ने प्रतिज्ञापूर्वक आसन लगाया तो देवतागण अत्यंत प्रसन्न हुए। सर्वत्र नीरवता छा गई। उस समय न मृग बोले, न पक्षी। वे धीरे-धीरे नितांत एकांत-शांत वातावरण में समाधिस्थ हो गए।

मार की पराजय

जब महामुनि सिद्धार्थ ने मोक्ष प्राप्ति की प्रतिज्ञा कर आसन लगाया तो सारा लोक अत्यंत प्रसन्न हुआ। परंतु सद्धर्म का शत्रु मार (कामदेव) भयभीत हो गया। उसे सामान्यतः कामदेव, चित्रायुध और पुष्पशर कहा जाता है। यह काम के संचार का अधिपति है, यही मार है। उसके विभ्रम, हर्ष और दर्प नाम के तीन पुत्र हैं और अरति, प्रीति और तृषा नाम की तीन कन्याएँ हैं। उन्होंने जब अपने पिता को भयभीत देखा तो इसका कारण जानना चाहा। मार ने अपने पुत्र और पुत्रियों को बताया, "देखो, इस मुनि ने प्रतिज्ञा का कवच पहनकर सत्व के धनुष पर अपनी बुद्धि के बाण चढ़ा लिए हैं। यह हमारे राज्य को जीतना चाहता है। यही मेरे दुख और भय का कारण है। यदि यह मुझे जीत लेता है और सारे संसार को मोक्ष का मार्ग बता देता है तो मेरा राज्य सूना हो जाएगा। इसलिए यह ज्ञान-दृष्टि प्राप्त करे उससे पहले ही मुझे इसका व्रत भंग कर देना चाहिए। अतः मैं अभी अपना धनुष-बाण लेकर तुम सबके साथ इस पर आक्रमण करने जा रहा हूँ।''

इस प्रकार सारी स्थिति समझाकर मार अपने पुत्र-पुत्रियों को साथ लेकर उसी अश्वत्थ वृक्ष के पास गया, जहाँ महामुनि समाधि लगाकर विराजमान थे। उसने पहले महामुनि को ललकारा और फिर धनुष-बाण हाथ में लेकर कहा, "हे मृत्यु से डरने वाले क्षत्रिय उठो, अपने क्षत्रिय धर्म का आचरण करो। मोक्ष का संकल्प छोड़ो। शास्त्रों और यज्ञों से लोक जीतकर इंद्रपद प्राप्त करो। नहीं तो मैं अपना बाण छोड़ दूँगा।"

मार की इस चेतावनी का जब मुनि पर कोई प्रभाव नहीं पड़ा तो उसने अपने पुत्रों और कन्याओं को आगे भेजा और अपना बाण छोड़ दिया। परंतु

अराड मुनि ने कुमार से कहा, "हे श्रोताओं में श्रेष्ठ! पहले आप हमारा सिद्धांत सुनिए और समझिए कि यह संसार जीवन और मृत्यु के चक्र के रूप में चलता रहता है।

हे मोहमुक्त! आलस्य अंधकार है, जन्म-मृत्यु मोह हैं, काम महामोह है और क्रोध तथा विषाद भी अंधकार है। इन्हीं पाँचों को अविद्या कहते हैं और इन्हीं में फँसकर व्यक्ति पुनः-पुनः जन्म और मृत्यु के चक्र में पड़ता है। इस प्रकार आत्मा तत्वज्ञान प्राप्त कर आवागमन से मुक्त होता है और अक्षय पद अमरत्व को प्राप्त करता है।" अराड मुनि से यह तत्वज्ञान प्राप्त करने के पश्चात कुमार ने अक्षय पद प्राप्त करने के उपाय पूछे। तब उन्होंने अनेक उपाय बताए और अंत में कहा, "यदि आप संतुष्ट हों और उचित समझें तो इनका अनुपालन कीजिए, क्योंकि इन्हीं सिद्धांतों का अनुसरण करके प्राचीनकाल में अनेक ऋषि-मुनियों ने मोक्ष प्राप्त किया है।"

अराड मुनि के प्रवचन सुनकर कुमार ने कहा, "हे मुनि, मैंने आपसे उत्तरोत्तर कल्याणकारी मार्ग सुना। किंतु मैं इसे मोक्ष नहीं मान सकता। आत्मा के अस्तित्व को मानने पर अहंकार के अस्तित्व को भी मानना पड़ता है। मुझे आपकी ये बातें स्वीकार नहीं हैं।"

अराड मुनि के सिद्धांतों को सुनने के बाद भी कुमार को संतोष नहीं हुआ। अतः 'यह धर्म अधूरा है,' ऐसा मानकर वे उस आश्रम से निकल गए और अपने लक्ष्य की खोज में आगे बढ़ गए।

अराड मुनि के आश्रम से निकलकर कुमार उद्रक ऋषि के आश्रम में गए। वहाँ भी आत्मा की सत्ता के विषय में उद्रक के विचार जानकर उन्हें संतोष नहीं हुआ। अतः 'परम-पद' पाने की इच्छा से उन्होंने उद्रक ऋषि का आश्रम भी छोड़ दिया और धीरे-धीरे वे राजर्षि गय के 'नगरी' नामक आश्रम में गए।

कुछ समय के बाद बोधिसत्व कुमार को एकांत विहार की इच्छा हुई। इसलिए उन्होंने नैरंजना नदी के तट पर निवास किया। वहाँ उन्होंने पाँच भिक्षुओं को देखा, जिन्होंने अपनी इंद्रियों को वश में कर लिया था और वहीं रहकर तपस्या कर रहे थे। उन भिक्षुओं ने जब इस नवागत साधु को देखा तो वे उनके निकट आए और उनकी सेवा करने लगे।

कुछ समय के बाद जन्म और मृत्यु का अंत करने के उपाय के रूप में बोधिसत्व ने निराहार रहकर कठोर तप प्रारंभ किया। वहाँ उन्होंने छह वर्षों तक कठोर तप किया और अनेक उपवास व्रत किए। कठोर तपस्या के कारण वे कृशकाय हो गए। वे भोजन के रूप में कभी एक बेर, कभी एक तिल, कभी

एक तंदुल (चावल) का सेवन करते थे। इस कठोर तपस्या के कारण जैसे-जैसे उनका शरीर कृश होता जाता था, उनके मुखमंडल का तेज बढ़ता जाता था। मेदा, मांस और रक्त से रहित और मात्र त्वचा और अस्थि वाला उनका शरीर फिर भी समुद्र के समान भरा-भरा-सा लगता था।

5. तपोवन में सिद्धार्थ ने तपस्वियों को क्या करने के लिए कहा?
6. वन से लौटने के संबंध में राजमंत्री के तर्क सुनकर सिद्धार्थ ने क्या कहा?
7. बिंबसार ने सिद्धार्थ की सहायता के लिए क्या प्रस्ताव रखा?

अध्याय 3

दर्शन परिचर्चा

शांतिप्रिय अराड मुनि के आश्रम में राजकुमार सिद्धार्थ ने प्रवेश किया तो ऐसा लगा जैसे उनके शरीर की आभा से सारा आश्रम प्रकाशित हो गया हो। मुनि अराड ने दूर से ही राजकुमार को देख लिया और उच्च स्वर में कहा, "स्वागत है, आइए।" राजकुमार धीरे-धीरे उनके पास आए। दोनों ने विधिपूर्वक एक-दूसरे का अभिनंदन, अभिवादन किया, कुशलक्षेम पूछा और फिर मृगचर्म बिछी दो चौकियों पर दोनों बैठ गए।

मुनि ने राजकुमार को निहारते हुए स्नेहपूर्वक कहा, "हे सौम्य! मुझे पता चला है कि आप सभी स्नेह-बंधनों को तोड़कर घर से निकल आए हैं। आप का मन सब प्रकार से धैर्यवान है। आप ज्ञानी हैं, तभी तो राजलक्ष्मी को त्याग कर यहाँ आ गए हैं। वैसे राजा लोग भोगी हुई राजलक्ष्मी को अपनी संतान को सौंपकर ही वन में आते रहे हैं, परंतु आश्चर्य की बात है कि आप विषयों के बीच रहते हुए भी युवावस्था में ही लक्ष्मी को बिना भोगे ही यहाँ आ गए हैं। इस धर्म को जानने के लिए आप श्रेष्ठ पात्र हैं, आप ज्ञान रूपी नौका पर सवार होकर दुख रूपी सागर को पार कीजिए। यद्यपि शिष्य को अच्छी तरह जानकर ही उचित समय पर शास्त्र-ज्ञान दिया जाता है, परंतु आपकी गंभीरता और संकल्प को देखकर मैं आपकी परीक्षा नहीं लूँगा।"

अराड मुनि के ये शब्द सुनकर कुमार परिव्राजक अत्यंत प्रसन्न हुए। वे बोले, "आप जैसे विरक्त की यह अनुकूलता देखकर मैं कृतार्थ हो गया हूँ। जैसे देखने की इच्छा वाला प्रकाश को, यात्रा की इच्छा वाला पथ-प्रदर्शक को और नदी पार जाने की इच्छा वाला नौका को देखता है, वैसे ही मैं आपको देख रहा हूँ। यदि आप उचित समझें तो मुझे जरा और मृत्यु के रोग से मुक्त होने का उपाय बताइए।"

अपनी उष्णता छोड़ दे, चाहे जल अपना द्रवत्व त्याग दे, चाहे पृथ्वी अपनी कक्षा छोड़ दे, लेकिन अपने पूर्व जन्मों के पुण्य-प्रताप से यह मुनि अपना निश्चय नहीं छोड़ेगा। यह मुनि शारीरिक और मानसिक रोगों से पीड़ित सारे जगत का महावैद्य है। तुम इसके कार्य में विघ्न न डालो।"

उस अदृश्य जीव ने आगे कहा, "देखो, क्षमा रूपी जटा, धैर्य रूपी दृढ़ मूल, चरित्र रूपी पुष्प, बुद्धि रूपी शाखा और धर्म रूपी फल देने वाला यह वृक्ष उखाड़ने योग्य नहीं है। बोधि-प्राप्ति के लिए जो कार्य पहले इन्होंने किए हैं, उनकी सिद्धि का समय अब आ गया है। यह स्थान भी वही है, जहाँ प्राचीनकाल में अनेक मुनियों ने साधना की है। यह स्थान भूतल की नाभि है। ऐसी श्रेष्ठ भूमि पृथ्वी पर अन्यत्र नहीं है जो इस महामुनि की समाधि के वेग को सह सके। इसलिए हे मार, तुम व्यर्थ परिश्रम मत करो। जाओ, शोक मत करो और शांति प्राप्त करो।"

अपने सभी प्रयत्नों को विफल होते देखकर और इस अदृश्य जीव की ये बातें सुनकर मार अत्यंत खिन्न हुआ और वहाँ से शीघ्र भाग गया।

जैसे अपने सेनानायक के मारे जाने पर सैनिक भाग जाते हैं, वैसे ही मार के जाने के बाद उसके सारे भूतगण भाग गए और मार पर महर्षि की विजय हो गई।

मार पर महर्षि की विजय होते ही सारा आकाश चंद्रमा से सुशोभित हो गया, सुगंधित जल सहित पुष्पों की वर्षा होने लगी, दिशाएँ निर्मल हो गईं।

बुद्धत्व-प्राप्ति

मार और मार की सेना को धैर्य और शांति से पराजित करके शाक्य मुनि ने परम तत्वों को जानने की इच्छा से ध्यान लगाया। ध्यान की समस्त विधियों पर पूरा अधिकार प्राप्त करने के बाद रात्रि के प्रथम प्रहर में उन्होंने अपने पूर्व जन्मों की परंपरा का स्मरण किया – "मैं कहाँ-कहाँ, कब-कब अवतीर्ण हुआ हूँ।" इस प्रकार उन्होंने सहस्रों जन्मों का प्रत्यक्ष स्मरण किया। अपने उन अवतारों में उन्होंने जो दया-कर्म किए थे और जिस प्रकार मृत्यु प्राप्त की थी, उन सबका प्रत्यास्मरण किया। उन्हें अनुभूति हुई कि यह सारा संसार केले के गर्भ के समान नितांत निस्सार है।

द्वितीय प्रहर में उस महामुनि ने दिव्य चक्षु प्राप्त किए। उन्होंने नीच-ऊँच कर्म करने वाले प्राणियों के उत्थान-पतन का प्रत्यक्ष अनुभव किया जिससे

उनकी दयालुता और भी बढ़ गई। उन्होंने पापकर्म- करने वालों की नारकीय वेदना और पीड़ा का अनुभव कर दुख का साक्षात्कार किया। उन्होंने देखा कि कर्म-बंधनों से बँधे हुए प्राणी किस प्रकार दुख भोगते हैं, पर मर नहीं पाते और जब मरते हैं तो कैसे ये प्राणी निम्न योनियों में पुनः जन्म ग्रहण कर दुख भोगते हैं।

उन्होंने अनुभव किया कि संसार में छोटे-बड़े सभी जीव भूख और प्यास जनित दुखों से पीड़ित हैं। कुछ जीव हैं जो नरक के समान 'गर्भ' नामक सरोवर में गिरकर मनुष्य के रूप में जन्म लेकर दुख भोगते हैं। कुछ जीव हैं जो पुण्य कर्म करके स्वर्ग जाते हैं और वहाँ काम की ज्वाला में जलते हैं और तृप्त होने के पूर्व ही स्वर्ग से गिर जाते हैं। उन्होंने जन्म, जरा और मृत्यु के मूल कारणों का साक्षात्कार किया। उन्हें लगा जैसे वायु के योग से अग्नि का एक कण भी सारे वन को जला देता है वैसे ही तृष्णायुक्त काम कर्म रूपी जंगल को जलाता रहता है। उन्होंने ध्यान में समझा कि तृष्णा का मूल कारण वेदना (संवेदना) है जो इंद्रियों, वस्तुओं और मन के संयोग से उत्पन्न होती है। उन्हें बोध हुआ कि अविद्या के नष्ट होने पर ही संस्कार क्षीण होते हैं और परम पद का मार्ग प्रशस्त होता है। उन्हें प्रतीति हुई कि उन्हें अब पूर्ण मार्ग का ज्ञान हो गया है।

रात्रि के चतुर्थ प्रहर में जब सारा चराचर जगत शांत था, महाध्यानी मुनि ने अविनाशी पद प्राप्त किया और वे सर्वज्ञ बुद्ध हो गए।

जैसे ही शाक्य मुनि बुद्ध हुए सारी दिशाएँ सिद्धों से दीप्त हो गई और आकाश में दुंदुभि बजने लगी। बिना बादल बरसात होने लगी, मंद-मंद पवन प्रवाहित होने लगा, वृक्षों से फल-फूल बरसने लगे और स्वर्ग से पुष्प वर्षा होने लगी। चारों ओर धर्म छा गया।

इक्ष्वाकु वंश के मुनि ने सिद्धि प्राप्त कर ली और वे बुद्ध हो गए। यह जानकर देवता और ऋषिगण उनके सम्मान के लिए विमानों पर सवार होकर उनके पास आए और अदृश्य रूप में उनकी स्तुति करने लगे।

ध्यानावस्थित होकर महात्मा बुद्ध ने जीवन-मरण के कार्य-कारण संबंधों को भली-भाँति जान लिया था और मुक्ति प्राप्त कर ली थी। इस मुक्तावस्था में वे सात दिनों तक बैठे रहे। तभी उन्हें जगत को बोध प्रदान करने की अपनी प्रतिज्ञा का स्मरण हो आया। तभी दो देवता आए और उन्होंने निवेदन किया, "हे भवसागर को पार करनेवाले मुनि, आप इस दुखी जगत का उद्धार कीजिए। जैसे धनी धन बाँटता है, वैसे ही आप अपने गुण और ज्ञान को बाँटिए।" महात्मा बुद्ध ने देवताओं की प्रार्थना स्वीकार की। तभी अन्य

दिशाओं से देवतागण आए और उन्होंने महामुनि को भिक्षा पात्र दिया। निकट से जाने वाले एक सार्थवाह के दो श्रेष्ठियों ने उन्हें भिक्षा प्रदान की। तब उन्होंने अराड और उद्रक का स्मरण किया, परंतु तब तक वे दिवंगत हो चुके थे, अतः उन्होंने उपदेश देने के लिए उन पाँच भिक्षुओं को स्मरण किया जो उन्हें तप से भ्रष्ट मानकर छोड़कर चले गए थे। इस तरह संसार के अज्ञान रूपी अंधकार को मिटाने के लिए महात्मा बुद्ध ने काशी जाने की इच्छा की। वे अपने आसन से उठे, उन्होंने अपने शरीर को इधर-उधर घुमाया और बोधिवृक्ष की ओर प्रेम से देखा।

प्रश्न

1. अराड मुनि ने अविद्या किसे कहा है?
2. कठोर तपस्या में लगे सिद्धार्थ ने किस कारण भोजन करने का निर्णय लिया?
3. मार कौन था? वह बुद्ध को क्यों डरा रहा था?
4. सिद्धार्थ के बुद्धत्व प्राप्त करने पर प्रकृति में किस प्रकार की हलचल दिखाई पड़ी?

अध्याय 4

[illegible]

काशी-गमन

बुद्धत्व को प्राप्त करने के बाद शाक्य मुनि को शांति की शक्ति का अनुभव हुआ। बुद्ध बन कर यद्यपि वे अकेले ही चल पड़े थे, परंतु ऐसा लग रहा था, जैसे कि उनके पीछे-पीछे बड़ा जनसमूह चला आ रहा हो। मार्ग में उन्हें एक शुद्धात्मा भिक्षु ने देखा। वह उनके स्वरूप से प्रभावित होकर उनके निकट आया और विनयपूर्वक बोला, "हे अर्हत्! आप जितेंद्रिय और आत्मवेत्ता प्रतीत होते हैं। लगता है, आपने संसार को जीत लिया है। पूर्ण चंद्र के समान आपका मुख-मंडल प्रकाशित हो रहा है। आपका मन शांत है। आप प्रबुद्ध और संतुष्ट प्रतीत हो रहे हैं। ऐसा लगता है कि जो कुछ जानने योग्य है उसे आप जान चुके हैं। आपके तप का तेज देदीप्यमान है। हे सौम्य, आपका नाम क्या है? आपका गुरु कौन है?"

भिक्षु द्वारा इस प्रकार पूछे जाने पर भक्त वत्सल भगवान बुद्ध ने उत्तर दिया, "हे वत्स, मेरा कोई गुरु नहीं है। मैंने निर्वाण प्राप्त कर लिया है। मुझे अब धर्म का स्वामी समझिए। मैंने वह सब कुछ जान लिया है जो जानने योग्य है और जिसे पहले किसी ने नहीं जाना है। मैंने शत्रु के समान सभी क्लेशों को जीत लिया है। इसलिए लोग मुझे 'बुद्ध' कहते हैं। मैं अब अमर धर्म की दुंदुभी बजाने काशी जा रहा हूँ। किसी सुख या यश के लिए नहीं, अपितु दुखों से पीड़ित जनों के कल्याण के लिए वहाँ जा रहा हूँ क्योंकि पहले मैंने प्रतिज्ञा की थी कि मैं मुक्त होकर दुखी जनों के दुख दूर करूँगा, उन्हें मुक्त करूँगा।

जैसे दीपक के जलने मात्र से ही अंधकार नष्ट हो जाता है, वैसे ही बुद्धत्व की प्राप्ति के पश्चात सभी इच्छाएँ स्वतः समाप्त हो जाती हैं। जैसे लकड़ी में अग्नि, आकाश में वायु और पृथ्वी में जल का होना निश्चित है, वैसे ही काशी

में उपदेश और गया में ज्ञान-प्राप्ति निश्चित है।" यह सुनकर भिक्षु ने भगवान बुद्ध को प्रणाम किया और वह अपने मार्ग पर आगे चला गया।

शाक्य मुनि धीरे-धीरे काशी की ओर अग्रसर होने लगे। उन्होंने दूर से ही काशी को देखा जहाँ वरुणा और गंगा ऐसे मिल रही थीं जैसे दो सखियाँ मिल रही हों। वे वहाँ से मृगदाव वन (सारनाथ) गए, जहाँ सघन वृक्षों पर मोर बैठे हुए थे।

मृगदाव वन में वे पाँच भिक्षु रहते थे, जिन्होंने शाक्य मुनि को तप-भ्रष्ट मानकर उनका संग छोड़ दिया था। पाँचों भिक्षुओं ने जब शाक्य मुनि को आते हुए देखा तो वे आपस में बातें करने लगे। उन्होंने निश्चय किया कि वे इस तप-भ्रष्ट भिक्षु का अभिवादन नहीं करेंगे। यदि यह पहले हमसे बोलेगा तभी हम इससे बात करेंगे।

पाँचों भिक्षु जब यह परामर्श कर रहे थे, तभी भगवान बुद्ध उनके समीप आ गए। जैसे ही वे उनके निकट आए पाँचों भिक्षु अपने पूर्व निश्चय के विपरीत एकदम खड़े हो गए। उन्होंने विनयपूर्वक उनका अभिवादन किया। किसी ने उनका भिक्षापात्र लिया, किसी ने उनका चीवर उठाया, किसी ने चरण धोने के लिए जल दिया और किसी ने बैठने के लिए आसन बिछाया।

आसन पर विराजमान होकर तथागत बुद्ध ने उन्हें उपदेश देना चाहा, परंतु मोहवश उन्होंने उपदेश ग्रहण करने से मना किया और कहा, "आपने तप

त्याग दिया था, आप तत्व को नहीं जानते।" तव तथागत ने उन्हें समझाया और कहा, "जैसे विषयों में आसक्त लोग अज्ञानी हैं, वैसे ही अपने आपको क्लेश देने वाले लोग भी अज्ञानी हैं। क्योंकि क्लेश द्वारा अमरत्व प्राप्त नहीं किया जा सकता।" उन्होंने आगे बताया, 'बोध' तपस्या से भिन्न तत्व है। देखो, जो तपस्या द्वारा अपने शरीर को क्षीण कर लेते हैं, वे तो व्यावहारिक ज्ञान भी नहीं पा सकते, तो उन्हें 'परमतत्व' का बोध भला कैसे हो सकता है? जैसे लकड़ी में स्थित अग्नि को उसे चीर-फाड़ कर नहीं, अपितु युक्ति से ही प्राप्त किया जा सकता है वैसे ही शरीर को कष्ट देने से नहीं, अपितु योग की युक्तियों से ही बोध प्राप्त किया जा सकता है। इसीलिए मैंने कष्टकर तप और आसक्तिमय भोग दोनों को त्यागकर मध्य मार्ग का आश्रय लिया है और बोधि प्राप्त की है।

मेरे इस मध्य मार्ग का प्रकाशक सम्यक दृष्टि रूपी सूर्य है तथा सम्यक संकल्प रूपी रथ इस सुंदर मार्ग पर चलता है। सम्यक वाणी में विश्राम पाता है। सम्यक आचरण के उपवन में विहार करता है। सम्यक आजीविका ही उसका शुद्ध भोजन है। सम्यक व्यायाम (प्रयत्न) उसके सेवक हैं। सम्यक स्मृति रूपी मनोहारी नगर में वह शांति पाता हैं तथा सम्यक समाधि रूपी शय्या पर समाधानपूर्वक सोता है।"

तथागत ने आगे उन्हें समझाते हुए बताया, "यही मध्य मार्ग है जो तीनों लोकों में 'अष्टांग योग' के नाम से विख्यात है और जिससे जन्म, जरा, व्याधि और मृत्यु से मुक्त हुआ जा सकता है।

मेरी दृष्टि में मध्य मार्ग के जो चार मूलभूत सत्य हैं, वे हैं - दुख, दुख का कारण, दुख का निरोध और दुख के निरोध के उपाय। मैंने दिव्य दृष्टि से ये आर्य सत्य जान लिए हैं और उनका अनुभव किया। दुख है, यह मैंने पहचाना और उसके कारणों को छोड़ा। इसी तरह दुख के निरोध का अनुभव किया और उसके उपायों के रूप में इस मार्ग की उद्भावना की है। मैंने इसी ज्ञान के आधार पर निर्वाण प्राप्त किया है। मैं अब बुद्ध हूँ।"

महात्मा बुद्ध के इन करुणायुक्त वचनों को प्रथम बार कौंडिन्य आदि पाँचों भिक्षुओं ने सुना और दिव्यज्ञान प्राप्त किया। अपने प्रथम प्रवचन के बाद सर्वज्ञ शाक्य मुनि ने पूछा, "हे नरोत्तमो, क्या तुम्हें ज्ञान हुआ?" तो कौंडिन्य ने कहा, "हाँ, भंते।" इसीलिए सभी भिक्षुओं में कौंडिन्य को ही प्रधान धर्मवेत्ता माना जाता है।

उसी समय पर्वतों पर उपस्थित यक्षों ने सिंहनाद किया और घोषणा की कि "जन-जन के सुख के लिए शाक्य मुनि ने 'धर्मचक्र' प्रवर्तित कर दिया है। शील इस धर्मचक्र के आरे (कीलक) हैं, क्षमा और विनय इसके धुरे हैं, बुद्धि और स्मृति इसके पहिए हैं। सत्य और अहिंसा रूपी धुरी से युक्त यह धर्मचक्र अपूर्व है। धर्म के इसी यान में बैठकर यह लोक शांति प्राप्त कर सकता है।"

धर्मचक्र प्रवर्तन का उद्घोष धीरे-धीरे मृत्युलोक और देवलोक में व्याप्त हो गया। सर्वत्र सुख-शांति छा गई। निरभ्र आकाश से फूलों की वर्षा होने लगी।

दीक्षादान

काशी के मृगदाव में धर्मचक्र का प्रवर्तन करने के बाद भगवान बुद्ध ने अपने निर्वाण धर्म में अश्वजित आदि पाँचों भिक्षुओं तथा कुछ अन्य मुनियों को दीक्षित किया। कुछ समय बाद वहाँ 'यश' नाम का कुलपुत्र आया। भगवान बुद्ध ने उसे उपदेश दिया। बुद्ध के वचन सुनकर उसे ऐसी शांति मिली, जैसे धूप में तपे व्यक्ति को नदी की जलधार में मिलती है। उस कुलपुत्र यश ने पूर्ण साधना से इसी शरीर से 'अर्हता' प्राप्त की। अपने आप को आभूषणों से सज्जित देखकर जब उसे लज्जा का अनुभव हुआ तो भगवान बुद्ध ने कहा, "हे वत्स, चाहे कोई आभूषणों से अलंकृत हो या सिर मुड़ाए हुए हो इससे कुछ भी

अंतर नहीं पड़ता। जो समदर्शी हैं, जितेंद्रिय हैं, वे ही धर्म का आचरण कर सकते हैं। कोई चिह्न (लिंग) धर्म का कारण नहीं होता।

वन में रहते हुए भी जो मन से विषयों को याद करते हैं, वे वन में भी गृहस्थ ही रहते हैं और जिन्होंने मोह और इंद्रियों पर विजय पा ली है, वे घर में रहकर भी संन्यासी बने रहते हैं।" यह बताने के बाद तथागत ने यश को 'भिक्षु' कह कर संबोधित किया और उसको तथा उसके साथ अन्य चौवन गृहस्थों को सद्धर्म में दीक्षित किया।

कुछ समय बाद इन शिष्यों में से 'अर्हता' को प्राप्त आठ श्रेष्ठ शिष्यों ने भगवान बुद्ध की अभ्यर्थना की। तथागत ने उनसे कहा, "हे भिक्षुओ! तुम सब कृतार्थ हो गए हो, सभी दुखों से मुक्त हो। अब तुम लोग अलग-अलग दिशाओं में जाओ, भ्रमण करो, दयाभाव से दीनहीनों का कल्याण करो, उन्हें सद्धर्म का उपदेश दो। मैं भी अब महर्षियों की नगरी गया जाना चाहता हूँ। वहाँ विभिन्न प्रकार की सिद्धियों के मद से उन्मत्त काश्यप मुनि को अपने विनय धर्म से जीतना चाहता हूँ।''

इस प्रकार सद्धर्म के प्रचार के लिए अपने शिष्यों को विभिन्न दिशाओं में विदा करके तथागत भी गया के लिए चल पड़े।

कुछ समय बाद भगवान बुद्ध गया पहुँचे। वे वहाँ से सीधे काश्यप मुनि के आश्रम में गए। वहाँ जाकर उन्होंने काश्यप मुनि से अपने रहने के लिए कुछ स्थान माँगा। काश्यप मुनि ने उनका स्वागत तो किया, परंतु ईर्ष्यावश उन्हें मारने की इच्छा से एक ऐसी अग्निशाला में रहने के लिए कहा, जिसमें एक भयंकर साँप रहता था। तथागत निर्विकार भाव से अग्निशाला में गए और शांतिपूर्वक एक वेदी पर बैठ गए। महात्मा बुद्ध को अग्निशाला में निर्भय, अक्षुब्ध और शांत बैठा देखकर वह सर्प बाहर आया और उसने फूत्कार की। उसके विष की ज्वाला से सारी अग्निशाला जलने लगी परंतु महात्मा बुद्ध निर्विकार भाव से बैठे रहे। उन्हें विष की अग्नि ने स्पर्श भी नहीं किया।

महासर्प ने जब भगवान तथागत को शांत मुद्रा में बैठे देखा तो वह आश्चर्यचकित होकर प्रणाम करने लगा। आश्रमवासी अग्निशाला को जलता हुआ देखकर चिल्लाने लगे, "अरे, भिक्षु जल गया, भिक्षु जल गया।" परंतु जब सुबह हुई तो भगवान बुद्ध ने उस महासर्प को अपने भिक्षापात्र में रखा और उसे लेकर काश्यप मुनि के पास गए। भिक्षा पात्र में उस भयंकर महासर्प को विनीत भाव में बैठा देखकर काश्यप मुनि समझ गए कि यह मुनि मुझसे बहुत बड़ा है। उन्होंने तथागत को प्रणाम किया और उनका शिष्यत्व ग्रहण कर लिया।

काश्यप मुनि के मन-परिवर्तन की बात सुनकर उनके पाँच सौ शिष्यों ने भी बौद्ध धर्म स्वीकार किया। इसी तरह काश्यप मुनि के भाई 'गय' और 'नदी' भी भगवान बुद्ध की शरण में आए। तीनों काश्यप बंधुओं और उनके शिष्यों को भगवान बुद्ध ने 'गय' शीर्ष पर्वत पर निर्वाणधर्म का उपदेश दिया। उनके उपदेशों को सुनकर हज़ारों भिक्षुओं को अतिशय आनंद प्राप्त हुआ।

तभी भगवान बुद्ध को याद आया कि उन्होंने मगधराज बिंबसार को वचन दिया था कि जब उन्हें बुद्धत्व प्राप्त हो जाएगा तो वे उन्हें नए धर्म में दीक्षित करेंगे और उपदेश देंगे। इसलिए उन्होंने सभी काश्यपों को साथ लिया और मगध की राजधानी राजगृह की ओर प्रस्थान किया।

कुछ समय बाद भगवान बुद्ध अपने समस्त शिष्यों के साथ राजगृह के वेणुवन में पहुँचे और वहीं विश्राम करने लगे। मगधराज ने जब सुना कि महात्मा बुद्ध वेणुवन में पधारे हैं तो वे अत्यंत प्रसन्न हुए और अपने मंत्रियों तथा नगरवासियों के साथ उनके दर्शन के लिए चल पड़े। मगधराज मुनि श्रेष्ठ को देखते ही अपने रथ से उतर पड़े और विनयपूर्वक उनके पास पहुँचे। सिर झुकाकर प्रणाम किया और आज्ञा मिलने पर भूमि पर बैठ गए।

वहाँ आए सभी लोग काश्यप बंधुओं को महात्मा बुद्ध के शिष्य के रूप में देखकर आश्चर्यचकित रह गए। बुद्ध ने यह देखकर काश्यप से पूछा, "भंते, तुमने अग्नि की पूजा क्यों छोड़ दी?" काश्यप ने भरी सभा के सामने हाथ जोड़कर कहा, "अग्नि की पूजा करने से और उसमें आहुति देने से पुनः संसार में जन्म लेने की प्रवृत्ति बनी रहती है जिसके कारण शारीरिक और मानसिक क्लेश होता है। इसीलिए मैंने अग्नि-उपासना छोड़ दी। इससे जन्म-मृत्यु के चक्र से मुक्ति नहीं मिल सकती।" अपने शिष्य के ये वचन सुनकर भगवान बुद्ध ने उनसे कहा, "हे महाभाग, तुम धन्य हो। तुमने उत्तम धर्म स्वीकार किया है। जैसे धनी व्यक्ति अपने ऐश्वर्य का प्रदर्शन करते हैं, तुम अपनी दिव्य शक्ति के ऐश्वर्य का प्रदर्शन करो।"

यह सुनकर काश्यप ने अनेक यौगिक चमत्कार दिखाए जैसे आकाश में उड़ना, बैठना, सोना, अग्नि के समान जलना आदि। इस प्रकार के अनेक चमत्कार प्रदर्शित कर काश्यप ने भगवान बुद्ध को हाथ जोड़े और सबके सामने कहा, "मैं आपका शिष्य हूँ।"

यह सब कुछ देख और सुनकर मगधराज और सभी मगधवासी आश्चर्यचकित हो गए और समवेत स्वर में बोल पड़े, "बुद्ध सर्वज्ञ हैं।"

इसके बाद भगवान बुद्ध ने जिज्ञासु मगधराज को अनात्मवाद का उपदेश

दिया। उनको बताया जैसे सूर्यकांत मणि और ईंधन के संयोग से अग्नि प्रकट होती है, वैसे ही विषय, बुद्धि और इंद्रियों के संयोग से चेतना का जन्म होता है। बीज से उत्पन्न होने वाला अंकुर जैसे बीज से भिन्न भी है और अभिन्न भी, वैसे ही शरीर इंद्रिय और चेतना परस्पर भिन्न भी हैं और अभिन्न भी।

भगवान बुद्ध के उपदेशों से मगधराज बिंबसार ने परमार्थ ज्ञान और पूर्ण धर्म दृष्टि प्राप्त की। उनके साथ आए मगध के अन्य व्यक्ति भी कृतकृत्य हो गए।

तथागत का उपदेश सुनकर मगधराज अत्यंत प्रसन्न हुए और उन्होंने परम शांति का अनुभव किया। उन्होंने मुनि के निवास के लिए वेणुवन भेंट कर दिया। फिर उनसे आज्ञा लेकर अपने भवन की ओर प्रस्थान किया।

एक दिन भगवान बुद्ध के जितेंद्रिय शिष्य अश्वजित भिक्षा के लिए नगर में गए। उनके मुख की शांति और कांति को देखकर अनेक नागरिक उनके प्रति आकर्षित हुए। वहीं कपिल संप्रदाय के एक संन्यासी अपने शिष्यों के साथ आए और अश्वजित को देखकर उनसे पूछने लगे, "हे सौम्य! आपको देखकर हम सभी आश्चर्यचकित हैं। आपके गुरु कौन हैं? उनकी क्या शिक्षा है?" अश्वजित ने कहा, "इक्ष्वाकुवंश के सुगत बुद्ध मेरे गुरु हैं। वे विद्वान हैं और मैं तो अज्ञानी हूँ। मैं अभी कुछ दिन पूर्व ही उनके द्वारा प्रवर्तित धर्म में दीक्षित हुआ हूँ। अतः मैं आपको उनकी शिक्षा बताने में तो असमर्थ हूँ फिर भी संक्षेप में कहता हूँ। उन्होंने उपदेश दिया है कि सभी धर्म किसी न किसी निमित्त से ही उत्पन्न होते हैं। बिना कारण कुछ भी नहीं होता।"

अश्वजित के उपदेशों से ही उपतिष्य नामक श्रेष्ठ ब्राह्मण को भी ज्ञान प्राप्त हो गया। उसका अंतःकरण शुद्ध हो गया और वह वेणुवन की ओर जाने लगा। मार्ग में उसे मौद्गल्यायन नाम के ब्राह्मण मिले। उन्होंने उपतिष्य के प्रसन्न मुख को देखकर पूछा, "अरे आज तो तुम भिन्न पुरुष से प्रतीत हो रहे हो। क्या तुम्हें ज्ञान-प्राप्ति हो गई है? ऐसी शांति और प्रसन्नता अकारण नहीं होती। बताओ क्या बात है?" तब उन्होंने बुद्ध के शिष्य से जो उपदेश सुने थे, वे मौद्गल्यायन को बता दिए। उसका कुछ ऐसा प्रभाव हुआ कि मौद्गल्यायन को भी सम्यक दृष्टि प्राप्त हो गई। तब दोनों अपने-अपने शिष्यों के साथ भगवान बुद्ध के दर्शन के लिए वेणुवन गए।

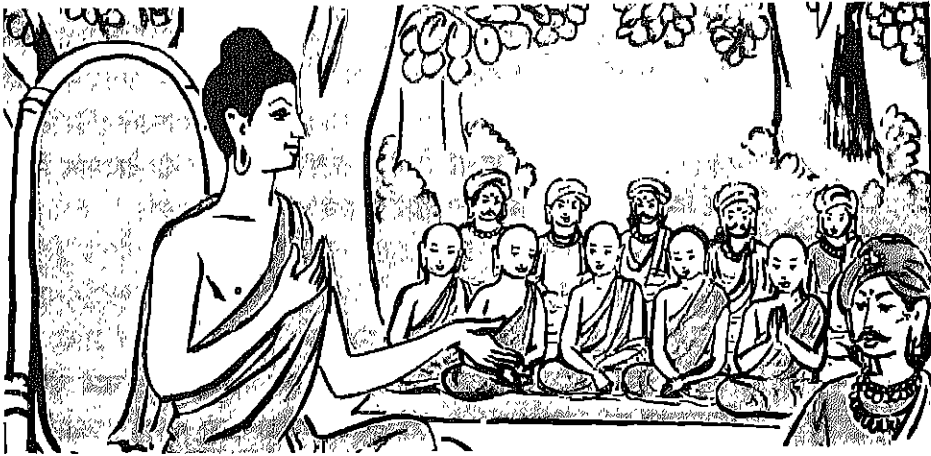
इन दोनों को शिष्य मंडली के साथ वेणुवन में आते देखकर महामुनि बुद्ध ने अपने शिष्यों से कहा, "ये दोनों मेरे प्रमुख शिष्य हैं। उनमें से एक ज्ञानी है, दूसरा दिव्य शक्ति संपन्न है।" जब वे निकट आ गए तो भगवान बुद्ध ने उन

दोनों से कहा, "शांति की इच्छा वाले साधुओ! आपका स्वागत है। आप उत्तम धर्म को भली-भाँति समझिए।"

तथागत के प्रवचनों को सुनकर दोनों साधु मुग्ध हो गए और उन्होंने अपनी जटा और दंड त्याग दिए और काषाय वस्त्र धारण कर लिए। उन्होंने अपने शिष्यों के साथ मस्तक झुका कर भगवान बुद्ध को नमस्कार किया। उनके आदेशों का पालन किया और क्रमशः साधना करके परम पद प्राप्त किया।

तथागत की ख्याति सुनकर काश्यप वंश के एक धनी ब्राह्मण ने अपनी पत्नी और संबंधियों को त्याग दिया और वह निर्वाण की इच्छा से एक दिन भगवान बुद्ध के पास आ गया। उसने प्रणाम करके निवेदन किया, "हे गुरुवर, मैं आपका शिष्य हूँ। आप मेरा मार्गदर्शन कीजिए।" नवागत शिष्य की बातें सुनकर भगवान बुद्ध ने उसे अपने पास बैठाया और उपदेश दिया। उसने अपनी प्रखर बुद्धि से तथागत के उपदेशों को भली-भाँति हृदयंगम किया। बाद में इन्हें ही 'महाकाश्यप' के नाम से प्रसिद्धि मिली।

अनाथपिंडद की दीक्षा

एक बार उत्तर की ओर से कोसल देश का एक धनी गृहपति वेणुवन आया। गरीबों को दान देना उसका स्वभाव था इसलिए वह सुदत्त नाम से प्रसिद्ध था। जब उसने सुना कि महामुनि यहीं निवास कर रहें हैं तो उनके निकट गया और उन्हें श्रद्धापूर्वक प्रणाम किया। तथागत ने उसका श्रद्धाभाव देखकर कहा, "हे

सौम्य, तुम धर्म को जानते हो। दर्शन की लालसा से रात्रि के समय भी अपनी निद्रा को त्यागकर तुम यहाँ आए हो। इसलिए तुम नैष्ठिक पद के अधिकारी हो। आओ, तुम उसी परम पद के दर्शन करो। निष्काम दान करने से इस लोक में यश और परलोक में उत्तम फल मिलते हैं। अतः तुम दान करो, शील और शिष्टाचार का पालन करो, विषयों की आसक्ति त्यागकर सभी प्रकार के दुखों से मुक्त हो जाओ।"

महामुनि के उपदेश सुनकर सुदत्त गृहस्थ होते हुए भी तत्त्वज्ञान प्राप्त कर सका और जीवन-मुक्त हो गया, क्योंकि तत्व-बोध के लिए वनवास करना आवश्यक नहीं। उसने आदरपूर्वक भगवान बुद्ध से निवेदन किया, "मैं श्रावस्ती नगर का निवासी हूँ। मैं वहाँ आपके लिए एक विहार बनाना चाहता हूँ। आप जैसे अनासक्त के लिए वन और राजभवन दोनों ही समान हैं। फिर भी मुझ पर दया कर आप वहाँ पधारें और निवास करें।"

भगवान बुद्ध ने सुदत्त का अनुरोध स्वीकार किया और अपने एक शिष्य उपतिष्य को उसके साथ भेज दिया। सुदत्त और उपतिष्य धीरे-धीरे कोसल राज्य की राजधानी श्रावस्ती पहुँचे और विहार बनवाने के लिए उपयुक्त भूमि खोजने लगे। अंत में उन्हें मनोहर वृक्षों से भरा जेतवन दिखाई दिया जो उन्हें विहार के लिए उपयुक्त लगा। उन्होंने उस वन के स्वामी के साथ भूमि खरीदने के लिए बातचीत की। उस वन का स्वामी बड़ा लोभी था। उसने कहा कि यदि तुम इस भूमि को धन से ढक दो तो भी मैं इसे बेचने के लिए तैयार नहीं हूँ। सुदत्त ने उसे समझाया कि मैं यह भूमि विहार बनाने के लिए खरीदना चाहता हूँ। वह बड़ी मुश्किल से भूमि बेचने के लिए तैयार हुआ और बहुत धन लेकर उसने वह भूमि बेच दी।

जब सुदत्त ने उदारतापूर्वक इस भूमि के लिए प्रभूत धनराशि प्रदान की तो वन के स्वामी जेत का मन भी बदल गया। उसके हृदय में भगवान बुद्ध के प्रति अनुराग उत्पन्न हो गया। इसलिए उसने शेष वन भी तथागत के विहार के लिए दे दिया। सुदत्त ने विहार निर्माण का कार्य उपतिष्य की देखभाल में प्रारंभ कर दिया। धीरे-धीरे विशाल विहार बन कर तैयार हो गया।

पिता-पुत्र-मिलन

भगवान बुद्ध के ज्ञान से प्रभावित होकर अन्य दर्शनों के आचार्य भी उनके शिष्य बन गए। उनके धर्म का प्रचार-प्रसार होता चला गया। वे काफी समय

तक राजगृह में निवास करते रहे। एक दिन उन्हें याद आया कि उन्होंने अपने पिता के मंत्रियों को वचन दिया था कि ज्ञान प्राप्त करके वे कपिलवस्तु लौटेंगे। इसलिए उन्होंने अपने पिता शुद्धोदन के राज्य में जाने का विचार किया और अनेक शिष्यों के साथ राजगृह से कपिलवस्तु के लिए प्रस्थान किया।

कुछ दिनों में वे अपनी शिष्य मंडली के साथ अपने पिता की नगरी के समीप पहुँचे और वहीं ठहर गए।

शुद्धोदन के पुरोहित और अमात्यों को जब अपने गुप्तचरों से यह सूचना मिली कि कुमार सिद्धार्थ बुद्ध बनकर नगर के समीप आ गए हैं, तो उन्होंने इसकी सूचना राजा को दी। राजा अपने पुत्र के आगमन का समाचार सुनकर प्रसन्न हो गए। अनेक पुरवासियों के साथ वे अपने पुत्र से मिलने के लिए चल पड़े। उनकी आँखों से आनंद के आँसू बह रहे थे।

राजा ने दूर से ही देखा—अनेक शिष्यों के बीच परिव्राजक वेश में उनका पुत्र विराजमान है, तो वे रथ से उतर गए और पैदल ही उनके पास पहुँचे।

मुनि वेश में अपने पुत्र को देखकर राजा शुद्धोदन का मन विह्वल हो गया, उनकी वाणी अवरुद्ध हो गई। विस्मय में पड़ कर वे न तो उन्हें पुत्र कह सके और न ही भिक्षु। अपने आपको राजसी वस्त्रालंकारों से विभूषित और पुत्र को भिक्षुवेश में देखकर उनकी आँखों से आँसुओं की धारा बह चली। किंतु ममता और स्नेह से रहित अपने पुत्र को देखकर राजा को वैसी ही निराशा हुई जैसी कि किसी प्यासे को सूखा तालाब देखकर होती है। राजा ने अपने पुत्र को देखा परंतु पुत्र-दर्शन का सुख उन्हें नहीं मिला।

राजा शुद्धोदन सोचने लगे, 'यदि यह मांधाता की भाँति संपूर्ण पृथ्वी का स्वामी होता तो क्यों भिक्षा माँगता फिरता? कैसी विडंबना है, जो मेघ के समान धैर्यवान है, सूर्य के समान प्रतापी है और चंद्रमा के समान कांतिमान है, वह भिक्षा माँग रहा है!

भगवान बुद्ध ने अपने पिता को देखा, उनके मनोभावों को समझा और अनुभव किया कि वे अभी भी उन्हें अपना पुत्र मान रहे हैं। अतः उनके भ्रम के निवारण के लिए उन्होंने कुछ चमत्कार किए। उनके यौगिक चमत्कारों से पिता बड़े प्रभावित और आनंदित हुए। फिर सूर्य के समान स्थिर होकर तथागत ने राजा शुद्धोदन को धर्मोपदेश दिया। उन्होंने कहा, "हे राजन, अब आपको किसी प्रकार का शोक नहीं करना चाहिए। आप अब पुत्र-प्रेम त्याग कर धर्म के आनंद का अनुभव कीजिए। आप उस बोधि रूपी अमृत को ग्रहण कीजिए जो आज तक किसी पुत्र ने अपने पिता को नहीं दिया।"

उन्होंने अपने पिता को समझाया, "यह सारा संसार कर्म से बँधा हुआ है, अतः आप कर्म का स्वभाव, कर्म का कारण, कर्म का विपाक (फल) और कर्म का आश्रय, इन चारों के रहस्यों को समझिए। क्योंकि कर्म ही है जो मृत्यु के बाद भी मनुष्य का अनुगमन करता है। आप इस सारे जगत को जलता हुआ समझ कर उस पथ की खोज कीजिए जो शांत है और ध्रुव है, जहाँ न जन्म है, न मृत्यु है, न श्रम है और न दुख।"

तथागत के चमत्कारों को देखकर और उनके उपदेशों को सुनकर राजा शुद्धोदन का चित्त शुद्ध हो गया, वे रोमांचित हो गए। उन्होंने हाथ जोड़कर तथागत से निवेदन किया, "हे आर्य! आज मैं धन्य हूँ। आपने कृपाकर मुझे मोह से मुक्त किया है। हे तात, आपका जन्म सफल है। अब मैं सचमुच पुत्रवान हूँ। आपने राज्यलक्ष्मी और स्वजनों का त्याग किया, दुष्कर तप किया और मुझ पर कृपा की, यह सब उचित ही है। आप चक्रवर्ती राजा होकर भी हम सब लोगों को उतना सुख नहीं दे सकते थे, जितना आप आज दे रहे हैं। आपने अपने ज्ञान और सिद्धियों से भव-चक्र को जीत लिया है। बिना राज्य के ही आप संपूर्ण लोकों के सम्राट की भाँति सुशोभित हैं।" यह कहकर राजा ने भगवान बुद्ध को सादर प्रणाम किया।

भगवान बुद्ध के योग, ऐश्वर्य तथा उनके पिता द्वारा किए गए सत्कार को देखकर अनेक लोगों ने घर छोड़ने का निश्चय किया। अनेक राजकुमार निर्वाण धर्म का उपदेश सुनकर विरक्त हो गए। आनंद, नंद, कृमिल, अनिरुद्ध, कुंडधान्य ने उनसे दीक्षा ग्रहण की और गृह त्याग किया। तथागत की शिक्षा से देवदत्त तथा गुरुपुत्र उदायि ने भी यही किया। अत्रिनंदन उपालि ने भी दीक्षा ग्रहण की। राजा शुद्धोदन ने भी अपना राज्य भार अपने भाइयों को सौंप दिया और स्वयं राजर्षियों की तरह रहने लगे।

इसके बाद राजपुत्र सर्वार्थ सिद्ध (सिद्धार्थ) ने अपना लक्ष्य सिद्ध करके अपने दीक्षित शिष्यों तथा पुरवासियों के साथ नगर में प्रवेश किया। अश्रु बहाते हुए पुरवासियों ने पुष्प वर्षा करके उनका स्वागत किया। यह समाचार सुनकर राजभवन की स्त्रियाँ द्वारों और वातायनों की ओर दौड़ीं। काषाय वस्त्रधारी होने पर भी उन्हें सांध्यकालीन बादलों से आधे ढके सूरज के समान चमकते देखकर स्त्रियाँ रोने लगीं और विह्वल होकर उन्होंने भगवान को प्रणाम किया।

नगर और राजभवन की स्त्रियाँ अपने राजकुमार को मुनि वेश में देखकर तरह-तरह से विलाप कर रही थीं। पत्नी यशोधरा भी उन्हें देखकर अत्यंत शोक विह्वल हो गई। किंतु बुद्ध को न तो पत्नी का प्रेम विचलित कर सका और

न पुत्र राहुल का। भगवान बुद्ध अनासक्त भाव से भिक्षा माँगते हुए चलते रहे और शांतिपूर्वक धीरे-धीरे न्यग्रोध वन जा पहुँचे। वहाँ वे संसार के जीवों के कल्याण के लिए चिंतन करने लगे।

जेत वन

कपिलवस्तु में कुछ दिन रहने तथा अनेक व्यक्तियों को दीक्षित करने के बाद भगवान बुद्ध ने प्रसेनजित के राज्य कोसल देश की ओर प्रस्थान किया। श्रावस्ती पहुँच कर वे जेत वन पहुँचे, जो अनेक श्वेत भवनों और अशोक वृक्षों से सुसज्जित था। स्वर्ण और श्वेत मालाओं से अलंकृत जलकलश लेकर सुदत्त ने तथागत की पूजा की और जेत वन उनको समर्पित किया।

तथागत के आगमन का समाचार सुनकर कोसल नरेश प्रसेनजित उनके दर्शनों के लिए जेत वन आए। उन्होंने भगवान को श्रद्धापूर्वक नमस्कार किया और निवेदन किया, "हे मुने! कोसलवासियों का यह परम सौभाग्य है कि आप यहाँ पधारे। जैसे पुष्पों की संगति से वायु सुगंधित हो जाती है वैसे ही आपके निवास से यह वन पवित्र हो गया है। आप यहाँ सुखपूर्वक निवास करें और हम सब पर अनुग्रह करें।"

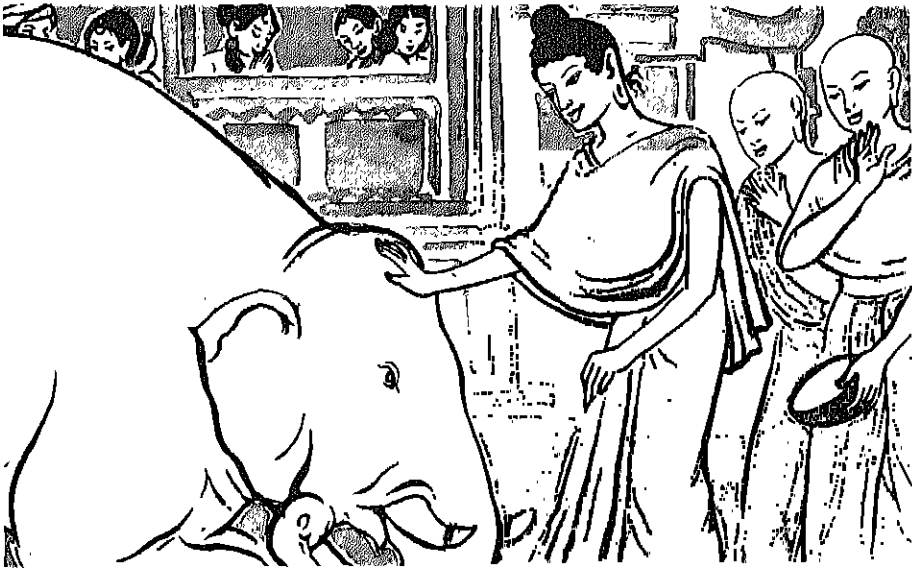
प्रसेनजित की प्रार्थना सुनकर भगवान बुद्ध ने उनसे कहा, "हे राजर्षि, आपकी बुद्धि स्थिर है, तभी साधुओं में आपकी श्रद्धा है। यदि आप उज्ज्वल यश की कामना करते हैं तो धर्मपूर्वक प्रजा का पालन कीजिए, जनता को कभी

उत्पीड़ित न कीजिए। पापियों की संगति त्यागकर सुमार्ग का अनुसरण कीजिए।" तथागत ने प्रसेनजित को अनेक उपदेश दिए और उन्हें अज्ञान के अंधकार से मुक्त किया। भगवान बुद्ध के उपदेशों से प्रसेनजित को धर्मतत्व का बोध हुआ और उन्होंने श्रद्धापूर्वक उनसे दीक्षा ग्रहण की।

प्रसेनजित को दीक्षित हुआ देखकर कुछ तीर्थक साधुओं ने राजा के तत्वबोध पर शंका व्यक्त की और बुद्ध के उपदेशों को चुनौती दी। इस पर राजा ने तथागत से प्रार्थना की कि वे शंका का समाधान करें।

राजा प्रसेनजित की प्रार्थना सुनकर तथागत ने साधुओं की शंकाओं का समाधान किया। सभी साधुओं ने उन्हें प्रणाम किया और दीक्षा ग्रहण की। कोसल से तथागत राजगृह आए। उन्होंने वहाँ ज्योतिष्क, जीवक, शूर, श्रोण, अंगद आदि को उपदेश दिए और उन्हें अपने संघ में दीक्षित किया।

राजगृह से तथागत गांधार देश गए। वहाँ पुष्कर नाम का राजा राज करता था। पुष्कर ने भगवान से ज्ञान प्राप्त किया। परिणामस्वरूप उसमें वैराग्य भाव का उदय हुआ। उसने अपना राज-पाट त्याग दिया और संन्यास ग्रहण कर लिया। गांधार देश से वे विपुल पर्वत पर आए और वहाँ हेमवत और साताग्र नाम के यक्षों को उपदेश दिए। वहाँ से वे जीवक के आम्रवन में आए और विश्राम किया।

वहाँ से अनेक प्रमुख नगरों का भ्रमण करते हुए आपण नगर पहुँचे। वहीं

क्रूर कर्मों में लगे अंगुलिमाल को अपने धर्म में दीक्षित किया और उसने दया तथा मित्रता के नए धर्म को स्वीकार किया।

इसके बाद वे वाराणसी आए, जहाँ असित मुनि के भांजे कात्यायन निवास करते थे। मृत्यु से पहले असित उन्हें बुद्‌ध के विषय में बता चुके थे, अतः कात्यायन ने भगवान बुद्‌ध के वहाँ आने पर सादर उनसे दीक्षा ग्रहण की।

इस प्रकार धीरे-धीरे भगवान बुद्‌ध का यश चारों दिशाओं में छा गया। इससे देवदत्त को बहुत ईर्ष्या होने लगी। ईर्ष्या के कारण वह ध्यान और संयम खो बैठा और अनेक अनुचित कार्य करने लगा। उसने पहले संघ में मतभेद खड़े करने का कुचक्र चलाया। परंतु इसमें सफलता नहीं मिली तो उसने तथागत को समाप्त करना चाहा। जब तथागत गृध्रकूट पर्वत पर विराजमान थे तब देवदत्त ने उन पर एक शिलाखंड गिराया। परंतु उससे भगवान को कोई क्षति नहीं हुई।

देवदत्त को संघ में मतभेद उत्पन्न करने में सफलता नहीं मिली और न ही वह भगवान बुद्‌ध की हत्या कर सका। जब भगवान राजगृह मार्ग से अपने शिष्यों के साथ जा रहे थे तो उसने उन पर एक मदमत्त हाथी छुड़वा दिया। प्रलयकालीन काले बादलों जैसा हाथी आँधी की तरह दौड़ता हुआ राजपथ पर आ गया। जो भी उसके मार्ग में आता वह उसे मारने दौड़ता। चारों ओर हाहाकार मच गया। उधर से शिष्यों के साथ भगवान बुद्‌ध को आते देखा तो लोग चिल्लाने लगे तथा उन्हें बचाने के लिए दौड़ने लगे, परंतु कोई भी उस हाथी के पास नहीं जा सकता था।

तथागत की हत्या के लिए वह हाथी उसी ओर आ रहा था जिस ओर से वे आ रहे थे। अट्टालिकाओं से स्त्रियाँ और दूर खड़े अन्य पुरुष चिल्लाकर उन्हें रोकना चाहते थे, परंतु तथागत शांत और निर्विकार भाव से आगे बढ़ते जा रहे थे। दूर से ही मदमत्त हाथी को आते देखकर उनके पीछे-पीछे चलने वाले अनेक शिष्य भाग गए। परंतु बुद्‌ध आगे बढ़ते ही गए। उनके पीछे-पीछे केवल उनके परम शिष्य आनंद चलते गए। जैसे वस्तु की प्रकृति वस्तु के साथ रहती है वैसे ही आनंद उनके साथ थे।

भगवान बुद्‌ध को सामने देखकर मदोन्मत्त हाथी एकदम शांत और स्वस्थ हो गया और वह भगवान के सामने सिर झुकाकर बैठ गया। भगवान ने उस हाथी का स्पर्श किया और उसे उपदेश दिए, "हे गजराज! निरपराध प्राणियों की क्यों हत्या कर रहे हो? उससे तो दुख ही होगा। किसी को कष्ट मत दो।"

तथागत को देखकर और उनके उपदेश सुनकर हाथी ने शिष्य के समान उन्हें प्रणाम किया। यह देखकर सभी लोग भगवान बुद्‌ध और हाथी को घेर कर

चारों ओर खड़े हो गए और उनकी प्रशंसा करने लगे। जिनके हृदय में धर्म के लिए कोई श्रद्धा नहीं थी, उनके हृदय में श्रद्धा उत्पन्न हो गई और जिनके हृदय में थोड़ी श्रद्धा थी, वह और भी दृढ़ हो गई।

राजमहल की अट्टालिकाओं पर खड़े सम्राट अजातशत्रु यह सब देख रहे थे। उनका हृदय भगवान बुद्ध और उनके द्वारा प्रकाशित धर्म के प्रति श्रद्धाभाव से भर गया और उनमें उनका पूर्ण विश्वास हो गया।

आम्रपाली के उद्यान में

कुछ समय बाद तथागत राजगृह से पाटलिपुत्र आए। उस समय मगधराज के मंत्री वर्षाकार लिच्छवियों को शांत करने के लिए एक दृढ़ दुर्ग बनवा रहे थे। तथागत ने देखा कि उस दुर्ग के निर्माण के लिए अपार धनराशि आ रही है तो उन्होंने भविष्यवाणी की, "शीघ्र ही यह नगर विश्व का महत्त्वपूर्ण नगर होगा। और सर्वत्र ख्याति प्राप्त करेगा।" तब मगधराज के मंत्री वर्षाकार ने भगवान बुद्ध की पूजा की और उनसे आशीर्वाद प्राप्त किए।

इसके बाद तथागत गंगा की ओर गए। नगर के जिस द्वार से वे गंगा तट गए थे, वर्षाकार ने उस द्वार का नाम 'गौतम द्वार' रखा। गंगा पार करने के बाद तथागत कुटी नामक ग्राम में आए और धर्म का उपदेश दिया। कुछ समय वहाँ रहकर नंदिग्राम गए। वहाँ किसी कारण अनेक लोग मर गए थे। तथागत ने मृत व्यक्तियों के संबंधियों को उपदेश दिए और सांत्वना दी। वहाँ वे एक रात रहे और फिर दूसरे दिन वैशाली नगरी के लिए प्रस्थान किया।

वैशाली पहुँचकर उन्होंने उस समय की सर्वाधिक सुंदर स्त्री वैशाली की नगरवधू आम्रपाली के उद्यान में निवास किया। जब आम्रपाली ने सुना कि भगवान बुद्ध उसके उद्यान में निवास कर रहे हैं तो वह बहुत प्रसन्न हुई और उनके दर्शनों के लिए तैयार हुई। उसने अलक्तक, अंजन, अंगराग तथा आभूषणों को त्याग दिया। अत्यंत विनम्र भाव से कुलवधुओं के समान श्वेत वस्त्र धारण किए और तथागत के दर्शन के लिए चल पड़ी।

रूप और यौवन से संपन्न आम्रपाली वनदेवी के समान अपने उद्यान में पहुँची और रथ से उतरकर पैदल ही उधर जाने लगी जहाँ भगवान बुद्ध अपनी शिष्य मंडली के साथ बैठे थे।

भगवान बुद्ध ने आम्रपाली को आते देखकर अपने शिष्यों को सावधान किया और कहा, "देखो आम्रपाली यहीं आ रही है। तुम सब बोध की ओषधि

से अपने आपको संयमित रखना और ज्ञान में स्थिर रहना। तुम प्रज्ञा रूपी बाण और शक्ति रूपी धनुष धारण करो और स्मृति रूपी कवच पहनकर अपनी रक्षा करो।"

जब तथागत अपने शिष्यों को इस प्रकार उद्बोधित' कर रहे थे, तभी आम्रपाली हाथ जोड़कर उनके सामने उपस्थित हो गई। अपने उद्यान में एक वृक्ष के नीचे नेत्र बंद किए बैठे मुनि के दर्शन कर वह बहुत प्रसन्न हुई। श्रद्धा तथा शांत भाव से उसने भगवान बुद्ध को प्रणाम किया। फिर मुनि की आज्ञा प्राप्त कर हाथ जोड़कर वह उनके सामने बैठ गई।

भगवान बुद्ध ने आम्रपाली को उपदेश देते हुए कहा, "हे सुंदरी, तुम्हारा आशय पवित्र है, क्योंकि तुम्हारा मन शुद्ध है। तुम्हारा चित्त धर्म की ओर प्रवृत्त है। यही तुम्हारा सच्चा धन है, क्योंकि इस अनित्य संसार में धर्म ही नित्य है। देखो, आयु यौवन का नाश करती है, रोग शरीर का नाश करता है और मृत्यु जीवन का नाश करती है परंतु धर्म का नाश कोई नहीं कर सकता।"

यद्यपि आम्रपाली नवयुवती थी, फिर भी उसमें बुद्धि की गंभीरता और आशय की पवित्रता थी, इसीलिए उसने भगवान बुद्ध के उपदेशों को प्रसन्नतापूर्वक सुना। इससे उसके मन की समस्त वासनाएँ समाप्त हो गईं और उसे अपनी वृत्ति से घृणा होने लगी। वह तथागत के चरणों में गिर पड़ी और धर्म की भावना से भर उसने भगवान से निवेदन किया, "हे देव, आपने अपने लक्ष्य को प्राप्त कर लिया है। आपने संसार को पार कर लिया है। हे साधो, आप मुझ पर दया करें और धर्म लाभ के लिए मेरी भिक्षा स्वीकार करें, मेरे जीवन को सफल करें।"

भगवान बुद्ध ने आम्रपाली की सच्ची भक्ति-भावना को जानकर उसकी प्रार्थना स्वीकार कर ली।

प्रश्न

1. बुद्धत्व प्राप्त करने के बाद सिद्धार्थ ने प्रथम उपदेश कहाँ और किन्हें दिया?
2. अष्टांग योग की प्रमुख बातों का उल्लेख कीजिए।
3. भगवान बुद्ध काशी से राजगृह क्यों आए?
4. सुदत्त ने भगवान बुद्ध से क्या निवेदन किया?
5. तथागत ने कर्म के बारे में शुद्धोदन को क्या समझाया?
6. आम्रपाली कौन थी? तथागत ने उसे क्या समझाया?

अध्याय 5

निर्वाण की ओर

भगवान बुद्‌ध के उपदेश सुनकर और अपना निमंत्रण स्वीकार हो जाने के बाद आम्रपाली ने भगवान बुद्‌ध से विदा माँगी। भगवान बुद्‌ध की आज्ञा पाकर उसने उन्हें प्रणाम किया और अपने भवन चली गई।

इसी समय लिच्छवि सामंतों ने भी सुना कि भगवान बुद्‌ध आम्रपाली के उद्‌यान में विराजमान हैं, अतः वे सब उनके दर्शन के लिए चल पड़े। उनमें से कुछ सुसज्जित हाथी-घोड़ों पर और कुछ रथों पर सवार होकर आए। आम्रपाली के उद्‌यान के पास पहुँचकर वे अपने वाहनों से उतर गए और भगवान बुद्‌ध के निकट जाकर नमस्कार करके धरती पर बैठ गए।

भगवान बुद्‌ध ने उन्हें उपदेश देते हुए कहा, "धर्म में आप लोगों की श्रद्‌धा आपके राज्य, बल और रूप से भी अधिक मूल्यवान है। मैं वृज्जियों को भाग्यशाली मानता हूँ जिन्हें आप जैसे सत्यार्थी और धर्मज्ञ राजा प्राप्त हुए हैं। आप सभी शीलवान हैं और शील ही स्वर्ग मार्ग का संकेतक है। वही स्वर्ग ले जाने वाली नौका है, इसलिए शील द्‌वारा अपने चित्त को शुद्‌ध कीजिए। अज्ञान और अहंकार को दूर कीजिए।"

भगवान बुद्‌ध के उपदेश सुनकर सभी लिच्छवि सामंतों ने उन्हें फिर सिर झुकाकर प्रणाम किया और भिक्षा के लिए उन्हें अपने घरों पर आमंत्रित किया। तथागत ने उन्हें बताया कि इसके लिए वे पहले ही आम्रपाली का निमंत्रण स्वीकार कर उसे वचन दे चुके हैं। यह सुनकर लिच्छवियों को बुरा लगा। परंतु महामुनि के उपदेशों के कारण वे शांत हो गए और प्रणाम कर अपने-अपने घर चले गए।

दूसरे दिन प्रातःकाल आम्रपाली ने भगवान बुद्‌ध का अतिथि-सत्कार

किया। आम्रपाली के घर से भिक्षा लेकर भगवान बुद्ध चतुर्मास वास के लिए वेणुमती नगर चले गए। वहाँ वर्षाकाल के चार मास व्यतीत किए। इसके बाद वे पुनः वैशाली आ गए और मर्कट नामक सरोवर के तट पर निवास करने लगे।

जब महामुनि मर्कट सरोवर के तट पर एक वृक्ष के नीचे बैठे थे, तभी उनके पास मार आया और सिर झुकाकर कहने लगा, "हे मुनि, नैरंजना नदी के तट पर जब आपने बुद्धत्व प्राप्त किया था तो मैंने आपसे कहा था कि आप कृतकृत्य हो गए हैं। आप निर्वाण प्राप्त कीजिए। उस समय आप ने कहा था, जब तक मैं पीड़ित और पापियों का उद्धार नहीं कर लेता तब तक मैं अपने निर्वाण की कामना नहीं करूँगा। अब आप बहुतों को मुक्त कर चुके हैं, बहुत से मुक्ति के मार्ग पर हैं। वे सभी निर्वाण प्राप्त करेंगे। अतः अब आप भी निर्वाण प्राप्त कीजिए।"

मार की विनती सुनकर भगवान बुद्ध ने कहा, "मैं अपनी प्रतिज्ञा पूरी कर चुका हूँ। तुम चिंता मत करो। मैं आज से तीसरे मास निर्वाण प्राप्त करूँगा।" भगवान बुद्ध के ये वचन सुनकर मार बहुत प्रसन्न हुआ और मुनि को प्रणाम कर वहाँ से चला गया।

मार के चले जाने के बाद भगवान बुद्ध अपने आसन पर बैठकर अपनी प्राणवायु को चित्त में ले गए और चित्त को प्राणों से जोड़कर योग-साधना द्वारा समाधि प्राप्त की। जैसे ही उन्होंने प्राणों का निरोध किया आकाश में चारों ओर से उल्कापात होने लगा। धरती काँपने लगी। चारों ओर बिजली चमकने लगी और वज्र गर्जना होने लगी। सर्वत्र प्रलयकालीन हलचल मच गई। इस प्रकार मर्त्यलोक, दिव्यलोक और आकाश में हुई हलचल की घड़ी में महामुनि ने गंभीर समाधि से निकल कर कहा, "आयु से मुक्त मेरा शरीर अब जर्जर हो गया है। वह उस रथ के समान है जिसका धुरा टूट गया हो। मैं इसे अब अपने योगबल से ढो रहा हूँ । परंतु जैसे अंडा फोड़कर पक्षी बाहर आ जाता है, वैसे ही मैं भी अब बाहर आ गया हूँ।"

लिच्छवियों पर अनुग्रह

इस प्रकार की हलचल देखकर आनंद काँपने लगा और चक्कर खाकर वैसे ही गिर पड़ा जैसे जड़ के कट जाने पर वृक्ष धरती पर गिर पड़ता है। थोड़ी देर बाद कुछ सँभलकर वह खड़ा हुआ और सर्वज्ञ भगवान बुद्ध से इसका कारण पूछने लगा। उन्होंने बताया कि मेरा भूलोक में निवास का समय अब पूरा हो चुका

है, इसलिए सर्वत्र हलचल है। अब मैं केवल तीन मास और इस पृथ्वी पर रहूँगा, फिर चिरंतन निर्वाण प्राप्त कर लूँगा।

यह सुनकर आनंद को बड़ा आघात लगा। उसकी आँखों से आँसू बहने लगे। तथागत ही उसके गुरु थे, स्वजन थे और सर्वस्व थे। वह अत्यंत दुखी होकर रोने लगा। विलाप करते हुए आनंद ने कहा, "आपके निश्चित प्रस्थान की बात सुनकर मेरा मन दुखी हो गया है। शरीर संतप्त हो रहा है और ऐसा लग रहा है जैसे आपसे सुना हुआ धर्म लुप्त होता जा रहा है। इस पापरूपी जंगल में भटकने वाले प्राणियों का मार्ग-दर्शन अब कौन करेगा?"

शोक संतप्त और व्याकुल आनंद को सांत्वना देते हुए भगवान बुद्ध ने उससे कहा, "हे आनंद, तुम्हें जगत का रहस्य समझना चाहिए। देखो, जो भी जन्म लेता है, अवश्य मरता है। इस लोक में कुछ भी स्वाधीन नहीं है, कोई भी प्राणी अमर नहीं है। यदि प्राणी अमर होते तो जीवन परिवर्तनशील नहीं होता। फिर मुक्ति का क्या महत्त्व होता?

हे आनंद, मैंने तुम्हें संपूर्ण मार्ग दिखा दिया है। बुद्ध किसी से कुछ भी नहीं छिपाता। मैं शरीर रखूँ या छोड़ूँ, मेरे लिए दोनों ही स्थितियाँ समान हैं। हाँ, मेरे जाने के बाद भी मेरे द्वारा जलाया गया यह धर्म का दीपक सदा जलता रहेगा। तुम उसी दीपक के प्रकाश में निर्द्वंद्व होकर अपने लक्ष्य को प्राप्त करो। मेरे जाने के बाद भी जो लोग इस धर्म के मार्ग मे स्थिर रहेंगे, वे निश्चित ही निर्वाण-पद प्राप्त करेंगे।"

जब भगवान बुद्ध आनंद को समझा रहे थे, तभी उनके निर्वाण का समाचार सुनकर सभी लिच्छवि दौड़ते हुए वहाँ आ गए और भगवान को प्रणाम कर एक ओर खड़े हो गए। तब भगवान बुद्ध ने लिच्छवियों से कहा, "मैं आप सबके मन की बात जानता हूँ, आप भी अन्य लोगों की भाँति शोक संतप्त होकर यहाँ आए हैं। परंतु मैं आपसे कहना चाहता हूँ कि यदि आप लोगों ने मेरे उपदेशों को ध्यान से सुना है और ज्ञान प्राप्त किया है तो आपको मेरे जाने के कारण शोक नहीं करना चाहिए।"

भगवान बुद्ध ने उन्हें आगे समझाया, "देखो, इस परिवर्तनशील संसार में शरीर काल का भोजन है। जीवन क्षणभंगुर है। इस जगत में सदा रहने वाली कोई वस्तु नहीं है। पहले भी जो बुद्ध हुए हैं, वे भी अपनी बुद्धि के प्रकाश से संसार को प्रकाशित कर, तेल समाप्त होने वाले दीपक की तरह सदा के लिए बुझ गए। भविष्य में भी जो बुद्ध पैदा होंगे वे भी लकड़ी के जल जाने के बाद अग्नि की तरह शांत हो जाएँगे। मुझे भी अब उसी मार्ग पर जाना है।"

भगवान बुद्ध ने अंत में कहा, "इस रम्य नगरी में अभी भी कुछ अदीक्षित लोग रह गए हैं, अतः मुझे चलना चाहिए। आप लोग किसी प्रकार का शोक न करें और मेरे बताए धर्म के मार्ग का अनुसरण करें।"

इस प्रकार लिच्छवियों पर अनुग्रह कर, उन्हें उपदेश देकर भगवान बुद्ध उत्तर दिशा की ओर चल दिए। उनके पीछे-पीछे सभी लिच्छवि भी रोते-बिलखते चलने लगे। वे कह रहे थे, "अहा, विशुद्ध स्वर्णिम आभावाले गुरु की देह नष्ट हो जाएगी। क्या भगवान भी अनित्य है?"

विलाप करते हुए लिच्छवियों को भगवान बुद्ध ने पुनः समझाया और उन्हें अपने-अपने घर जाने की आज्ञा दी। परंतु जैसे लहर हवा की विपरीत दिशा में नहीं चल पाती वैसे ही वे घर लौटने में अपने आपको असमर्थ पा रहे थे।

जैसे ही भगवान बुद्ध वैशाली नगर को छोड़कर आगे बढ़े वह नगरी राहु द्वारा ग्रसित सूर्य के समान प्रभाशून्य हो गई। जैसे विद्या के बिना रूप, क्रिया के बिना ज्ञान, भक्ति के बिना बुद्धि, संस्कार के बिना शक्ति, सदाचार के बिना संपत्ति, श्रद्धा के बिना प्रेम, उद्योग के बिना लक्ष्मी, कर्म के बिना धर्म तथा वर्षा के बिना धान के खेत शोभाहीन लगते हैं, वैसे ही तथागत के बिना यह वैशाली शोभाहीन हो गई थी। उस दिन शोक के कारण वैशाली में किसी ने भोजन नहीं किया, न किसी ने जल ग्रहण किया।

उधर तथागत ने नगर की सीमा पर आकर उसकी ओर मुँह करके कहा,

"हे वैशाली, अपने जीवन के शेष भाग में अब मैं तुम्हें फिर नहीं देखूँगा क्योंकि मैं अब निर्वाण के मार्ग पर जा रहा हूँ।" उन्होंने अपने पीछे-पीछे चले आ रहे सभी लोगों को समझाया, उन्हें अपने-अपने घर लौट जाने के लिए कहा और स्वयं भोगवती नगरी की ओर चल पड़े।

भोगवती नगरी में कुछ समय रहने के बाद भगवान बुद्ध ने अपने अनुयायियों को उपदेश दिए और कहा, "मेरे जाने के बाद आप लोग धर्म का अनुसरण करें। मैंने जो कुछ सूत्रों में बताया है और जो विनय में है, आप उसी का अनुसरण कीजिए। जिसमें विनय नहीं है, वह न मेरा वचन है और न धर्म। पवित्र लोगों के वचन वैसे ही ग्रहण करना जैसे कि स्वर्णकार स्वर्ण को तपाकर उसकी परीक्षा करके उसे ग्रहण करता है। इसलिए शब्द को अर्थ के अनुसार ठीक-ठीक सुन कर ही उसे ग्रहण करना चाहिए। जो शास्त्र को अनुचित रीति से ग्रहण करता है वह अपने को ही क्षति पहुँचाता है। जैसे तलवार को अनुचित रीति से ग्रहण करने वाला अपने को ही काट लेता है।"

इस प्रकार अपने शिष्यों को उपदेश देकर भगवान बुद्ध ने पापापुर के लिए प्रस्थान किया। पापापुर पहुँचने पर मल्लों ने उनका समारोहपूर्वक स्वागत किया। वहाँ उन्होंने अपने भक्त चुंद के घर अंतिम भोजन किया। अपनी शिष्य मंडली के साथ भोजन कर लेने के बाद उन्होंने चुंद को उपदेश दिए और फिर कुशीनगर के लिए प्रस्थान किया।

भगवान बुद्ध ने चुंद के साथ इरावती नदी को पार किया और फिर नगर के एक सुंदर उपवन में एक सरोवर के तट पर कुछ समय विश्राम किया। तदुपरांत उन्होंने हिरण्यवती नदी में स्नान किया और शोकाकुल आनंद को आदेश दिया, "हे आनंद, इन दोनों शाल वृक्षों के बीच मेरे शयन के लिए स्थान तैयार करो। हे महाभाग! आज रात्रि के उत्तर भाग में तथागत निर्वाण प्राप्त करेंगे।"

भगवान बुद्ध के आदेश के अनुसार आनंद ने शयन के लिए स्थान तैयार किया और फिर हाथ जोड़कर निवेदन किया, "भगवन्, शय्या तैयार है।" तब वह पुरुष-सिंह चिरनिद्रा के लिए शांत चित्त से शय्या के निकट गए। वे हाथ का तकिया बनाकर, एक पैर पर दूसरा पैर रखकर अपने शिष्यों की ओर उन्मुख होकर दाईं करवट लेट गए।

उस समय सारी दिशाएँ शांत हो गईं। सभी पक्षी निःशब्द हो गए और सभी जीव-जंतु मौन, मानो सारा संसार स्तब्ध हो गया हो।

सूर्यास्त के समय जैसे पथिकों को घर जाने की शीघ्रता होती है, वैसे ही सभी उपस्थित शिष्यों को अंतिम लक्ष्य प्राप्त करने की शीघ्रता होने लगी। तब

भगवान बुद्ध ने आनंद से कहा, "हे आनंद, तुम मल्लों को मेरे प्रयाण की सूचना दे दो, वे भी निर्वाण देख लें, जिससे बाद में उन्हें पश्चाताप न हो।"

आदेशानुसार आनंद ने जाकर मल्लों को सूचित किया कि तथागत अब अंतिम शय्या पर हैं। यह सुनकर सभी मल्ल अत्यंत व्याकुल होकर आँसू बहाते हुए निकल पड़े। वे शीघ्र ही महामुनि के पास आए और अपने आँसुओं से भगवान बुद्ध के चरणों को भिगोते हुए उनके सम्मुख मौन होकर खड़े हो गए।

सभी मल्लों को व्याकुल देखकर भगवान बुद्ध ने कहा, "आनंद के समय दुखी होना उचित नहीं है। यह दुर्लभ और काम्य लक्ष्य मुझे आज प्राप्त हो रहा है। मुझे आज वह सुखमय पुण्य प्राप्त हो रहा है, जो पंचभूतों से मुक्त, जन्म से रहित, इंद्रियातीत, शांत और दिव्य रूप है। जिसके बाद किसी प्रकार का शोक नहीं होता। यह शोक का समय नहीं है, क्योंकि सभी दुखों का मूल मेरा भौतिक शरीर आज निवृत्त हो रहा है।''

भगवान बुद्ध के वचन सुनकर एक वृद्ध मल्ल ने कहा, "सुजन के लिए हमें शोक नहीं करना चाहिए। फिर भी हमारा चित्त दुखी है,क्योंकि अब हमें आपके दर्शनों का सौभाग्य नहीं मिल पाएगा। जगत के हितैषी के जाने पर भला कौन शोक नहीं करेगा? शोचनीय तो वे हैं, जिन्होंने मुनि के दर्शन करके भी सुमार्ग का अनुसरण नहीं किया। सोने की खान में रहकर भी जो दरिद्र ही रहा।"

वृद्ध मल्ल के वचन सुनकर भगवान बुद्ध ने कहा, "सच तो यह है कि मात्र मेरे दर्शनों से निर्वाण नहीं मिल सकता। जो मेरे धर्म को ठीक से समझता है,वह मेरे दर्शन के बिना भी दुखों के जाल से मुक्त हो जाता है। ओषधि के सेवन के बिना मात्र वैद्य के दर्शन से रोग से मुक्ति नहीं होती। इसलिए श्रेय का आचरण करो। जीवन तेज हवा के बीच दीपशिखा की तरह चंचल है।" इस प्रकार महामुनि के दर्शन कर और उनके उपदेश सुनकर सभी मल्लों ने उन्हें प्रणाम किया और आदेशानुसार वे अपने-अपने घरों को लौटने लगे।

महापरिनिर्वाण

मल्लों के चले जाने पर सुभद्र नाम का त्रिदंडी संन्यासी भगवान बुद्ध के दर्शनों के लिए आ गया। वह एक सिद्ध पुरुष था। उसने आनंद से कहा कि निर्वाण के अंतिम क्षणों में मैं भगवान बुद्ध के दर्शन करना चाहता हूँ। आनंद ने सोचा कि कहीं यह संन्यासी भगवान बुद्ध से शास्त्रार्थ न करने लगे। इसलिए उन्होंने संन्यासी को भगवान बुद्ध के निकट जाने से रोका। परंतु

तथागत ने लेटे-लेटे ही आनंद से कहा, "हे आनंद, इस जिज्ञासु मुमुक्षु को रोको मत, आने दो।"

यह सुनकर सुभद्र सविनय सुगत के पास गया और प्रणाम करके बोला, "हे भगवन्! मैंने सुना है कि आपने मोक्ष के जिस मार्ग का प्रतिपादन किया है, वह अन्य सभी मार्गों से भिन्न है। कृपापुंज, वह मार्ग कैसा है? मुझे बताने की कृपा करें। मैं जिज्ञासावश आपके पास आया हूँ , विवाद के लिए नहीं।"

सुभद्र की प्रार्थना सुनकर तथागत ने उसे अष्टांग मार्ग का उपदेश दिया। इसे सुनते ही सुभद्र की ज्ञान-दृष्टि सम्यक रूप से खुल गई। वह उसी तरह प्रसन्नता का अनुभव करने लगा जैसे भटका हुआ राही अपने गाँव पहुँच जाने पर करता है। उसने गद्गद होकर कहा, "मैं अब तक जिस मार्ग का अनुसरण कर रहा था वह श्रेयस्कर नहीं था। आज मुझे सच्चा मार्ग मिल गया है।" अत्यंत प्रसन्न होकर सुभद्र ने भगवान बुद्ध की ओर देखा और आँखों में आँसू भरकर निवेदन किया, "हे पूज्य गुरुवर, आपकी मृत्यु का दर्शन करना मेरे लिए उचित नहीं होगा। अतः मैं उससे पहले ही अपना देह त्यागकर निर्वाण पद प्राप्त करने की अनुमति चाहता हूँ।" ऐसा कहकर त्रिदंडी सुभद्र ने भगवान बुद्ध को प्रणाम किया और शैल की तरह स्थिर होकर बैठ गया और एक ही क्षण में वायु से बुझे दीपक की भाँति निर्वाण को प्राप्त कर गया। संस्कार के ज्ञाता तथागत ने तब सुभद्र का अंतिम संस्कार करने का आदेश दिया और कहा, "सुभद्र मेरा उत्तम और अंतिम शिष्य था।"

आधी रात बीतने पर जब चाँदनी के प्रकाश का विस्तार हुआ, सारा वन प्रदेश पूरी तरह शांत हो गया। तब भगवान बुद्ध ने वहाँ उपस्थित सभी शिष्यों को बुलाया और अंतिम उपदेश दिया। उन्होंने कहा, "मेरे निर्वाण के बाद आप सबको इस 'प्रातिमोक्ष' को ही अपना आचार्य, प्रदीप तथा उपदेष्टा मानना चाहिए। आपको उसी का स्वाध्याय करना चाहिए। उसी के अनुसार आचरण करना चाहिए। यह प्रातिमोक्ष शील का सार है, मुक्ति का मूल है, इसी से मोक्ष प्राप्त हो सकता है।"

तथागत ने प्रातिमोक्ष के सारे नियम विस्तार से समझाए और अंत में कहा, "मैंने गुरु का कर्तव्य निभाया है। आगे तुम लोग साधना करो। विहार, वन, पर्वत, जहाँ भी रहो, धर्म का आचरण करो। यदि मेरे बताए आर्य सत्यों के विषय में किसी को कोई शंका हो, कोई प्रश्न हो, तो पूछ लो।"

तथागत के मुख से अंतिम उपदेश ग्रहण करने के बाद जब सभी शिष्य मौन और शांत बैठे रहे, तो अनिरुद्ध ने तथागत से निवेदन किया, "हे सुगत, आप द्वारा प्रतिपादित आर्य सत्यों में किसी को भ्रम नहीं है।"

अनिरुद्ध की बात सुनकर तथागत ने कहा, "हे अनिरुद्ध, सभी की मृत्यु निश्चित है। अब मेरे जीवित रहने से संसार को कोई लाभ नहीं। स्वर्ग और भूलोक में जो भी दीक्षित होने योग्य थे, वे सभी धर्म में दीक्षित हो गए। अब इन्हीं के द्वारा मेरा धर्म जनता में प्रचलित होगा और उससे संसार में स्थायी शांति स्थापित होगी। तुम सब लोग शोक त्याग कर जागरूक रहो, मेरा यही अंतिम वचन है।"

इतना कहकर भगवान बुद्ध ने प्रथम ध्यान में प्रवेश किया, फिर दूसरे ध्यान में और इस तरह क्रमशः ध्यान के अनेक स्तरों को पारकर पुनः चतुर्थ ध्यान में आए और सदा के लिए शांत हो गए।

महापरिनिर्वाण के बाद

भगवान बुद्ध के निर्वाण प्राप्त करने के बाद सारा संसार ऐसा लगने लगा जैसे बिना चंद्रमा के आकाश, पाले से मुरझाए कमलों का सरोवर अथवा धन के अभाव में निष्फल विद्या।

निर्वाण का समाचार सुनकर आकाश से देवतागण भी उनके प्रति अपनी श्रद्धा प्रकट करने लगे। उनमें से एक ने कहा, "अहो, यह सारा संसार नश्वर

है, जहाँ मृत्यु के लिए जन्म होता है और जन्म के लिए मृत्यु। जो जन्म और मृत्यु दोनों से मुक्त है, वही भाग्यवान है। देखो, ज्ञान की ज्वाला तथा यश रूपी ज्योति को आज काल ने सदा के लिए शांत कर दिया है।''

किसी मुनि श्रेष्ठ ने अपनी श्रद्धांजलि देते हुए कहा, "यह संसार असार है, यहाँ सभी कुछ नश्वर है। जो सारे लोक का गुरु था वह भी आज कालकवलित हो गया।"

अंधकार में डूबे लोक को देखकर अनिरुद्ध ने कहा, "इस लोक की गति कैसी विचित्र है! तथागत ने दुख-मुक्त होकर तपस्या की, आलस्य-मुक्त होकर धर्माचरण किया, लोभ-मुक्त होकर योगाभ्यास किया और अब मोह-मुक्त होकर इस शरीर का भी त्याग कर दिया। जैसे बुद्धि के बिना विद्या, आचरण के बिना क्रिया तथा दया के बिना धर्म निरर्थक होता है, वैसे ही शाक्य मुनि के बिना यह संसार आज व्यर्थ लग रहा है।"

भगवान बुद्ध के निर्वाण का समाचार जैसे ही मल्लों ने सुना वे भी रोते हुए वहाँ दौड़े चले आए और विलाप करने लगे। फिर मल्लों ने मिलकर महामुनि के शव को स्वर्णमय सुंदर शिविका में स्थापित किया। विविध प्रकार की सुगंधित फूल मालाओं से भक्तिपूर्वक पूजा की। शिविका को श्वेत कपड़े से ढँका और चँवर डुलाते हुए उसे अपने कंधों पर उठाया।

भक्तिपूर्वक भगवान बुद्ध की शव-शिविका को वे नगर के मध्य भाग में

ले आए। फिर वे नगर के नागद्वार से बाहर निकले और हिरण्यवती नदी को पार किया। उन्होंने मुकुट चैत्य के पास चंदन, अगरु तथा वल्कल आदि से चिता बनाई और उस पर महामुनि के शव को रख दिया। दीपक जलाकर मल्लों ने चिता में आग दी, परंतु बार-बार प्रयत्न करने पर भी चिता में आग नहीं लगी। भगवान बुद्ध का प्रिय शिष्य काश्यप अभी मार्ग में ही था, उसी के अभाव में चिता में आग नहीं लग पा रही थी। जैसे ही काश्यप दौड़ते हुए वहाँ आए और उन्होंने अपने गुरु को साष्टांग दंडवत प्रणाम किया, चिता में स्वतः ही आग लग गई।

चिता की अग्नि ने भगवान बुद्ध के शरीर के मांस, चर्म, बाल तथा अन्य अवयवों को जला दिया परंतु उनकी अस्थियाँ यथावत बनी रहीं। उन्हें चिता की अग्नि न जला सकी।

चिता के शांत हो जाने पर मल्लों ने भगवान बुद्ध की अस्थियों को शुद्ध जल से धोया और उन्हें स्वर्णकलश में रखा। उसे अपने नगर के मध्य ले गए। लोगों ने महामुनि की प्रशंसा में स्तोत्र गाए। किसी ने कहा, "इस घट में वे धातु (अस्थियाँ) स्थापित हैं जिन्हें चिता की अग्नि नहीं जला सकी।" किसी ने कहा, "ये अस्थियाँ मंगलमय हैं, अमूल्य हैं। हम इन्हें यहाँ स्थापित कर रहे हैं, जिससे संसार को शांति प्राप्त हो।"

किसी अन्य ने कहा, "अहो, काल कितना निष्ठुर है। इसने महामुनि को भी नहीं छोड़ा, जिसके धर्म और यश से सारा चराचर जगत चमत्कृत है।"

बाद में मल्लों ने अस्थिकलश के लिए अत्यंत सुंदर पूजा-भवन का निर्माण करवाया और उसमें अस्थिकलश स्थापित किया। कुछ समय तक मल्लों ने भगवान बुद्ध के अस्थिकलश की विधिवत पूजा-अर्चना की। परंतु धीरे-धीरे पड़ोसी राज्यों से दूत आने लगे और भगवान बुद्ध की अस्थियों को माँगने लगे। एक दिन सात पड़ोसी राज्यों से दूत आए और उन्होंने अस्थियाँ माँगी। परंतु भगवान बुद्ध की अस्थियों के लिए मन में अत्यंत श्रद्धा होने तथा अपने बल पर अभिमान होने के कारण मल्लों ने भगवान बुद्ध की अस्थियाँ देने से मना कर दिया और वे लड़ने की तैयारी करने लगे।

दूत लौट गए और उन्होंने सारी बातें अपने-अपने राजाओं से कहीं। दूतों की बात सुनकर पड़ोसी राजा भी क्रोधित हुए। उन्होंने मिलकर युद्ध करने का निर्णय किया। वे अपनी-अपनी सेना लेकर युद्ध के लिए निकल पड़े। पड़ोसी राज्यों की सेनाओं ने कुशपुर (कुशीनगर) को चारों ओर से घेर लिया और वे मल्लों को ललकारने लगे।

पुरवासी मल्ल भी संगठित होने लगे। उन्होंने विविध प्रकार के शस्त्र-अस्त्र धारण किए। वीरों की पत्नियों ने सैनिकों को तिलक लगाए और रणगीत गाए। सभी सैनिक सिंहों की तरह गरजने लगे और शंख बजाने लगे।

इस प्रकार युद्ध के लिए तैयार दोनों पक्षों को देखकर करुणा और दया से भरकर द्रोण नाम के एक ब्राह्मण ने सातों पड़ोसी राजाओं के पास जाकर निवेदन किया, "राजन! बाहर के शत्रुओं को शस्त्रों से जीतना सरल है परंतु परकोटे में बैठे शत्रु को जीतना सरल नहीं। यदि नगर को घेर कर अंदर के शत्रुओं को जीत भी लिया तो भी वह धर्म युद्ध नहीं होगा। इसे निरपराध नगरवासियों की हत्या ही कहा जाएगा। इसलिए थोड़ा सोचिए और शांति का उपाय कीजिए। शस्त्र से जीते गए मनुष्यों का मन फिर से कुपित हो सकता है परंतु शांति के उपायों से जीते गए मनुष्यों का मन सदा के लिए शांत हो जाता है। आप लोग जिस शाक्य मुनि का सम्मान करना चाहते हैं, उसी की आज्ञा से उसी के उपदेशों के अनुसार शांति का उपाय कीजिए।"

द्रोण की बातें सुनकर सातों राजाओं का क्रोध कुछ शांत हुआ। उन्होंने उनसे कहा, "हे ब्राह्मण, आप सत्य कहते हैं। हम लोगों की धर्म में, प्रेम में पूरी आस्था है, परंतु हमें अपने बल पर भी पूरा विश्वास है। हमने शाक्य मुनि में अतिशय भक्ति के कारण ही शस्त्र ग्रहण किया है। हम तो शाक्य मुनि की

पूजा के लिए ही लड़ रहे हैं। यदि यह कार्य बिना युद्ध हो जाए तो हमें कोई विरोध नहीं है। आप हमारे दूत बनकर जाइए और मल्लों को समझाइए। हमारा उनसे कोई वैर नहीं है, हम तो भगवान बुद्ध के प्रति अपनी श्रद्धांजलि समर्पित करना चाहते हैं।"

इस प्रकार पड़ोसी राजाओं से बात करके ब्राह्मण द्रोण कुशीनगर गए और उन्होंने मल्लों को समझाया, "हे मल्लो, नगर के बाहर जो सात राजा अपनी सेनाओं के साथ खड़े हैं, उनके पास अमोघ आयुध हैं और उनका बल अजेय है। परंतु वे शाक्य मुनि के धर्म के कारण ही डरे हुए हैं। वे यहाँ राज्य-प्राप्ति के लोभ से नहीं आए और न ही अहंकारवश आए हैं। भगवान बुद्ध जैसे आपके गुरु हैं, वैसे ही वे हमारे भी गुरु हैं और इन राजाओं के भी। इसलिए ये राजा भी शाक्य मुनि की अस्थियों की पूजा के लिए आए हैं।

शाक्य मुनि का उपदेश है कि धन की कृपणता उतना बड़ा पाप नहीं है जितना बड़ा धर्म की कृपणता है। राजाओं का संदेश है कि यदि आप भगवान बुद्ध की धातु (अस्थियाँ) नहीं देना चाहते तो नगर के द्वार से बाहर आइए और वीर अतिथियों का स्वागत कीजिए।"

द्रोण ने आगे कहा, "यह इन राजाओं का संदेश है जो सद्भावना और साहस से भरा है। मैंने इनकी बातों पर धैर्यपूर्वक विचार किया है, अतः मेरी भी बात सुनिए—कलह से न किसी को सुख मिलता है और न ही धर्म होता है। शाक्य मुनि ने सदा क्षमा का उपदेश दिया है। जिस महामुनि ने क्षमा से स्वयं शांति प्राप्त की और हज़ारों लोगों को शांति प्रदान की, उस दयालु के निमित्त व्यर्थ रक्तपात उचित नहीं है। इसलिए आप लोग इन राजाओं को धातु प्रदान कीजिए। यही आपका धर्म है। इससे आपको यश मिलेगा। ये सभी राजा आपके मित्र हो जाएँगे और सारी जनता को शांति मिलेगी।"

द्रोण की बातें सुनकर मल्लों का क्रोध शांत हो गया। उन्होंने कहा, "हे विप्रवर! आपके वचन बड़े कल्याणकारी हैं। आप हमें सन्मार्ग पर ले आए हैं। आपने जैसा कहा है, हम वैसा ही करेंगे।"

इस प्रकार द्रोण के प्रयत्नों से विवाद का अंत हुआ। फिर सबने मिलकर भगवान बुद्ध की मंगलमय धातुओं को आठ भागों में बाँटा। एक-एक भाग प्रत्येक राजा को दिया गया और एक भाग स्वयं मल्लों ने अपने पास रखा।

भगवान बुद्ध की अस्थियाँ लेकर सातों राजा प्रसन्नतापूर्वक अपने-अपने राज्यों को लौट गए। उन्होंने अपनी-अपनी राजधानी में इन अस्थियों पर स्तूप बनवाए और उनकी पूजा की।

द्रोण ने भी अपने देश में स्तूप बनवाने के लिए वह घट लिया जिसमें पहले सभी अस्थियाँ रखी थीं। पिसल जाति के बुद्‌ध भक्तों ने भगवान बुद्‌ध के शरीर की राख ली।

इस प्रकार प्रारंभ में श्वेत पर्वतों के समान आठ स्तूपों का निर्माण हुआ जिनमें भगवान बुद्‌ध की अस्थियाँ रखी थीं। द्रोण के घटवाला नवाँ स्तूप बना और दसवाँ स्तूप बना जिसमें भगवान बुद्‌ध के शरीर की राख रखी गई थी।

स्तूपों के निर्माण के बाद राजा, सामंत तथा अन्य सभी जन इनकी पूजा करने लगे। स्तूपों पर अखंड ज्योति जलती रहती थी तथा रात-दिन घंटे बजते रहते थे।

कुछ समय के बाद एक दिन राजगृह में पाँच सौ बौद्‌ध भिक्षु एकत्र हुए और भगवान बुद्‌ध द्‌वारा प्रवर्तित धर्म को स्थायी रूप देने के लिए उन्होंने विचार-विमर्श किया। सभी भिक्षुओं ने मिलकर भगवान बुद्‌ध के उपदेशों का संग्रह करने का निर्णय लिया।

आनंद सदा भगवान बुद्‌ध के साथ रहे थे और उन्होंने उनके मुख से सभी धर्मोपदेश सुने थे, इसलिए सभी भिक्षुओं ने आनंद से निवेदन किया कि संसार के कल्याण के लिए वे सभी धर्मोपदेशों को दुहराएँ।

आनंद ने 'एवं मे सुतम्' (मैंने ऐसा सुना है) इस तरह कहते हुए जैसा भगवान बुद्‌ध से सुना था, वैसे ही क्रमशः प्रसंग, समय, स्थान आदि के साथ सभी धर्मोपदेश कहे। इस प्रकार आनंद तथा दूसरे वरिष्ठ भिक्षुओं ने भगवान बुद्‌ध के धर्मशास्त्र का स्वरूप निश्चित किया।

कालांतर में देवानाम प्रियदर्शी अशोक का जन्म हुआ। उसने जनहित के लिए बहुत से स्तूपों का निर्माण करवाया। इसके कारण वह 'चंड अशोक' 'धर्मराज अशोक' कहलाने लगा। उसने धातु गर्भित स्तूपों से धातु लेकर अनेक भाग किए और उन्हें सैकड़ों स्तूपों में स्थापित किया।

जब तक जन्म है, तब तक दुख है, इसलिए पुनर्जन्म से मुक्ति के समान कोई सुख नहीं है। इसीलिए और कौन उतना पूज्य हो सकता है जितना कि वह, जिन्होंने जन्म, जरा, व्याधि और मृत्यु से स्वयं मुक्त होकर सारे संसार को मुक्ति का मार्ग दिखाया है।

प्रश्न

1. मार ने बुद्‌ध को क्या याद दिलाया? उत्तर में बुद्‌ध ने क्या कहा?

2. आनंद कौन था? उसे क्या जानकर आघात लगा?
3. तथागत ने परिनिर्वाण से पूर्व मल्लों को क्या समझाया?
4. अपने अंतिम उपदेश में बुद्ध ने अपने शिष्यों से क्या कहा?
5. मल्लों और पड़ोसी राजाओं के बीच युद्ध की संभावना क्यों उत्पन्न हो गई? यह संघर्ष कैसे टल गया?
6. भगवान बुद्ध के उपदेशों का संग्रह करने का भार किसे सौंपा गया और क्यों?

शब्दार्थ और टिप्पणी

अंगीरस/अंगिरा : ब्रह्मा के दस मानसपुत्रों में से एक और सप्त ऋषियों में से एक ऋषि। इन्होंने स्मृतियों की रचना की थी, इसलिए इन्हें स्मृतिकार भी कहा जाता है।

अंतेवासी : गुरुकुल या आश्रम में रहने वाला छात्र

अंबरीष : सूर्यवंशी राजा इक्ष्वाकु की अट्ठाईसवीं पीढ़ी में भगीरथ के पौत्र, मांधाता के पुत्र और परम वैष्णव भक्त

अतिमानवीय : मानवेतर, अलौकिक

अनात्मवाद : यह वाद आत्मा की सत्ता को स्वीकार नहीं करता। शरीरांत के साथ आत्मा का नाश हो जाता है।

अनासक्त : निर्लिप्त, उदासीन

अनित्य : नश्वर, अस्थिर

अनुद्विग्न : शांत, चिंतारहित

अपवर्ग : मोक्ष

अभीभूत : चकित, भौंचक्का

अभीष्ट : चाहा हुआ, मनोरथ

अभ्यर्थना : अनुरोध, विनती

अभ्युदय : वृद्धि, उत्तरोत्तर उन्नति

अमात्य : मंत्री

अर्हत : जीवन मुक्त, मुक्त पुरुष, जिसने जीवन में ही निर्वाण प्राप्त किया है और जीवन के बाद भी निर्वाण को ही प्राप्त होगा, बौद्ध पुरोहित

अर्हता : योग्यता, परम ज्ञान, किसी पद के लिए वांछित विशेष योग्यता

अलक्तक : पैरों में लगाने का लाल रंग, महावर, अलता

अश्विनी कुमार : दो भाई जो आयुर्वेद के आचार्य एवं देवताओं के वैद्य हैं।

अष्टांग मार्ग : आठ अंगों वाला मार्ग—1. सम्यक दृष्टि 2. सम्यक संकल्प 3. सम्यक वाणी 4. सम्यक कर्म 5. सम्यक आजीविका 6. सम्यक व्यायाम 7. सम्यक स्मृति 8. सम्यक समाधि

आत्मवेत्ता : आत्मज्ञानी

आर्तनाद : दर्दभरी पुकार

इक्ष्वाकु : पुराणों के अनुसार वैवस्वत मनु का पुत्र जो सूर्यवंश (इक्ष्वाकु वंश) का प्रवर्तक था जिसकी राजधानी अयोध्या थी।

उत्ताल : ऊँची

उपदेष्टा : उपदेशक

उपनयन संस्कार : हिंदू धर्म के अनुसार मानव जीवन के सोलह संस्कारों में से एक। इसमें यज्ञोपवीत धारण करने के पश्चात बालक को विद्याध्ययन के लिए भेजा जाता है।

कंटकाकीर्ण : काँटों से भरा हुआ, बाधायुक्त

कार्तिकेय : शिव के पुत्र जिनका पालन-पोषण चंद्रमा की स्त्रियों -- कृत्तिकाओं ने किया था, इसी कारण यह कार्तिकेय कहलाते हैं। तारकारि, षण्मुख और कुमार इनके अन्य नाम हैं।

काश्यप : एक प्रजापति का नाम जो रामायण और महाभारत के अनुसार ब्रह्मा के पौत्र और मारीचि के मानसपुत्र थे।

कुबेर : धनाध्यक्ष तथा उत्तर दिशा के स्वामी माने जाते हैं। इन्होंने अलकापुरी बसाई थी।

कौंडिन्य : पंचवर्गीय भिक्षु, गौतम बुद्‌ध के अनुयायी

चातुर्मास : वर्षा के चार महीनों का संयुक्त नाम 'चातुर्मास' है। इन महीनों में विभिन्न नियमों (भोजन तथा कुछ आचार-व्यवहारों का निषेध) का पालन होता है।

च्यवन : भृगु ऋषि और पुलोमा के पुत्र जो एक प्रसिद्‌ध ऋषि थे। बलवर्धक च्यवनप्राश ओषधि इन्हीं के द्‌वारा बनाई गई है।

जरावस्था : वृद्‌धावस्था

जितेंद्रिय : जिसने इंद्रियों को अपने वश में कर लिया हो, संयमी

ज्योतिष्क : देवताओं का वर्ग

तत्वज्ञान : अध्यात्म ज्ञान, तीन तत्व (1) ईश्वर (सर्वात्मा) 2. चित् (आत्मा) और 3. अचित् (जड़ प्रकृति) संबंधी ज्ञान

तात : पिता, आदरणीय व्यक्ति, एक संबोधन जो बराबर के लोगों या अपने से छोटों के लिए प्रयुक्त होता है।

तृष्णा : प्यास

त्रिवर्ग : धर्म, अर्थ, काम—इन तीनों की प्राप्ति ही मनुष्यों का संपूर्ण पुरुषार्थ है। पर बुद्ध के अनुसार त्रिवर्ग नाशवान है और उससे तृप्ति नहीं होती।

दुंदुभि : डंका, नगाड़ा

ध्यानयोग : ध्यान् लगाने की योग-क्रिया

ध्यानावस्थित : ध्यानमग्न

नंदन वन : स्वर्ग में स्थित देवराज इंद्र का उपवन

नंदीग्राम : अयोध्या के निकट एक गाँव जहाँ भरत ने चौदह वर्ष तक तपस्या की थी।

निरस्त : अस्वीकार

निरोध : वश में करने की क्षमता

निर्वाण : मोक्ष

निवृत्त : विरत, मुक्त

नैरंजना : गया (बिहार) के निकट बहने वाली फल्गु नदी का पुराना नाम

नैष्ठिक : उपनयन से लेकर ब्रह्मचर्य का पालन करते हुए गुरुकुल में निवास करने वाला ब्रह्मचारी, निष्ठावान, किसी व्रत के अनुष्ठान में लगा हुआ।

परमार्थ : मोक्ष, उत्कृष्ट वस्तु, यथार्थ तत्व

परशुराम : राजा प्रसेनजित की पुत्री रेणुका और जमदग्नि ऋषि के पुत्र

परिनिर्वाण : पूर्ण निर्वाण, मोक्ष

परिव्राजक : भिक्षा माँगकर जीवन-निर्वाह करने वाला संन्यासी

पर्यंक मुद्रा : योग का एक आसन, बैठने की मुद्रा जिसमें धनुषधारी अपना एक घुटना मोड़ कर और दूसरी टाँग को पीछे रख कर बाण चलाता है।

पितृ ऋण : पुत्र उत्पन्न करने से होने वाली ऋण-मुक्ति

पुराकाल : पुराने समय में, प्राचीन समय में

पुरुष-सिंह : मनुष्यों में श्रेष्ठ

पुष्करिणी : छोटा जलाशय, कमलयुक्त जलाशय

प्रज्ञा : बुद्धि

प्रतीति : जानकारी, ज्ञान

प्रत्यास्मरण : पुनः स्मरण

प्रातिमोक्ष : आचरण संहिता, साधुओं के लिए नियम

बलि : दैत्यों का एक राजा, भक्त प्रह्लाद का महाप्रतापी पौत्र जिससे अश्वमेध यज्ञ के समय भगवान विष्णु ने वामन रूप में तीन पग भूमि दान में माँगी थी।

बाँबी : सर्प का बिल

बृहस्पति : सौर मंडल का पाँचवाँ और सबसे बड़ा ग्रह, एक ऋषि जो देवताओं के गुरु माने गए हैं।

ब्रह्मवेत्ता : ब्रह्म को जानने वाला

भृगु : प्रसिद्ध मुनि जो ब्रह्मा के पुत्र माने जाते हैं। परशुराम इन्हीं के वंशज थे।

भिक्षु : वह संन्यासी जो भिक्षा द्वारा प्राप्त पदार्थ का सेवन करता है।

मंगलाचरण : कार्यारंभ के पूर्व की जाने वाली मंगल-स्तुति

मध्य/मध्यम मार्ग : तप और भोग इन दो अंतों के बीच का मार्ग

मल्ल : एक वीर क्षत्रिय जाति जिसका कुशीनगर (उत्तर-प्रदेश) के पास राज्य था।

महावृक्ष : पीपल वृक्ष

मांधाता : सूर्यवंशी राजा युवनाश्व के पुत्र, जिसकी राजधानी अयोध्या थी।

मार : बौद्ध मत में कामदेव को मार कहते हैं जो पौराणिक कामदेव से भिन्न है और मोक्ष-प्राप्ति में एक प्रकार से यह शैतान की भूमिका निभाता है।

मुमुक्षु : मोक्ष की कामना करने वाला

मृगदाव : अनेक मृगोंवाला वन

राजगृह : बिहार में पटना के निकट एक प्राचीन स्थान जो बौद्धों का तीर्थस्थल है।

लिच्छवि : प्रसिद्ध राजवंश जो प्राचीन मगध के आस-पास का क्षेत्र था और जिसका विस्तार नेपाल के पूर्वी भाग तक था। उसका वर्तमान क्षेत्र मुज़फ्फरपुर और वैशाली (बिहार) है।

वज्रबाहु : दशार्ण देश का एक राजा जिसने अपनी पत्नी और पुत्र के रोग-ग्रस्त होने पर उन्हें वन में त्याग दिया था।

वामदेव : एक वैदिक ऋषि

वाल्मीकि : रामायण के रचनाकार, आदि कवि, मुनि

विषाक्त : विषयुक्त, विष में बुझा हुआ

वृज्जि : एक प्राचीन जाति जिनकी राजधानी वैशाली थी। वर्तमान मुज़फ्फरपुर (बिहार)

शाक्य मुनि : शाक्य वंश में अवतीर्ण होने के कारण गौतम बुद्ध शाक्य मुनि कहलाते थे।

शावक : पशु-पक्षी का बच्चा

शुक्र : एक बहुत ही चमकदार तारा, शुक्राचार्य, दैत्यगुरु

श्रावस्ती : श्री राम के पुत्र की राजधानी जो उत्तर कोसल के गंगातट पर बसी हुई थी। वर्तमान बलरामपुर (उत्तर-प्रदेश)

श्रेयस्कर : कल्याणकर, मंगलकारी

सम्यक आचरण : उपयुक्त आचरण

सर्वार्थ : सभी प्रकार के पदार्थ और योग के विषय

सार्थवाह : व्यापारी

सिद्ध योगी : अलौकिक शक्तियों से संपन्न योगी

सुमंत : राजा दशरथ के मंत्री तथा सारथी

सुमेरु पर्वत : एक कल्पित स्वर्ण पर्वत जिसे पर्वतों का राजा कहा गया है।

सूर्यकांत मणि : एक प्रकार का स्फटिक जिसे सूर्य के सामने करने से आँच निकलती है।

□□

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे,

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे,

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे,

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे,

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हों, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों,

(च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे,

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे,

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे,

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे, और

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाइयों को छू सके।

pushed in any direction In this situation the counselor is careful to say only what is fairly evident in the client's rambling remarks, but his precise simplification helps the client to see more clearly what his problem is A counselor may use a clarification remark to describe the content of the client's preceding speech more succinctly, or he may use it to bring out the client's attitude toward the topic. It should be noted that in either case the client is led toward a counseling goal, but because only ideas already vaguely stated are included, the client does not feel pushed. Remark C-1 below is an example of clarification

S-1 Um hum, well, there's this point, at this stage right now I really don't know what I want to do If I stay in the arts course, I have got a while to figure it out before I start out on anything else, because if I'd start in engineering next year, I would have four years of it

C-1 Then you feel the most important thing for you to pick up is what you want to get into

S-2 Yes, that's partly it, and learn how to study when I do get into it. By that time I'd have a lot of, oh, basic things, mathematics and pretty good educational background as far as everything is started and that's the whole thing right there

C-2. To do these two, rather three, elements first, choosing the line of work you want to get into, second, having effective methods for study once you get there, and development of a definite cultural background

S-3. Yes, those are the problems I want to attack and aside from that, I think I am fairly normal Everybody's got a little bit of something I don't know . sorta sets them back

Summary Clarification

At the end of a series of remarks on some topic, the counselor may wish to bring out succinctly what the client has been saying in a roundabout way. If he wishes to organize and summarize, but not interpret, what has been said, he would use a summary clarification remark This brief summary leads the client to see his problem more clearly, but because no new ideas are included, the counselor does not seem to be directing the conference Since a whole series of remarks are clarified, this technique leads a

little more than does a simple clarification which deals only with the immediately preceding client speech Remark C-2 in the interview excerpt just above illustrates the use of a summary clarification, as does remark C-2 below It should be noted in passing that summary clarifications tend to close out discussion of a phase or topic, the client then goes deeper into his problem, takes up what to do about it, or changes the subject It should usually be used near the end of discussing some phase of a problem.

C-1 And you feel that you have your share?

S-1 I don't know At the age I am, I still haven't seen the greatest part of my life And another thing I have is lack of self-expression I don't know how to explain anything (*Laugh*) I know what I mean but I can't tell anybody

C-2. Another situation where you feel unsure of yourself

2 The second group of techniques, i e, *approval* and *general leads,* represents a still further increase in degree of leading. While in the first group the counselor did not seem to be interjecting his ideas into the progress of the conference, in this second group he does to a minor degree in situations where these leads are apt to find ready acceptance.

Approval

A counselor may increase the likelihood that certain ideas will influence the client's behavior by expressing approval for selected points the client makes Since the client has already expressed these ideas, he does not feel that undue pressure is being placed on him, and the aura of good feeling caused by the approval leads to greater acceptance of the idea. If the counselor is an authority on the topic, approval has greater reinforcement effect than if he is not However, if he uses the technique too often, especially when not accepted as an authority, he may obtain negative effects from the use of approval

In the following interview excerpt, the counselor uses approval as a counseling device at C-4, C-5, and C-7

S-1. (*Reports grade on test*)

C-1. Uh-huh How did that make you feel?

S-2 Pretty good

C-2 Wonder if we could pick out some things that you did that were different in your studying this time than what you had been doing

S-3 I'm getting much more out of his lectures now

C-3 Uh-huh (*Pause*) You have learned how to pick out what is important and what isn't

S-4 Sure

C-4 That's one very good step you've made then

S 5 I'm taking notes; he sticks to his lectures pretty well and I understand his quizzes If you study the quizzes you have a pretty good idea what his midterm will be

C-5 Uh-huh Then you have learned how to take good notes and use your tests, I mean study from Uh-huh, that's another thing you will find use for further

S 6 I'm not in a hurry to get out of the room I'm taking my time Don't start in on a test as soon as I get it

C-6 Uh-huh

S-7 I read the test over first

C 7 Well, that's a very good point What do you suppose that does for you?

General Leads

In discussing a topic with a client, the counselor may get him to go deeper into his problem by asking, "How do you mean?" or "Will you tell me more about that?" Clients usually feel little resistance to this type of remark since they feel that they can control what is said Furthermore, the client is apt to feel that he is fundamentally counseling the counselor about his problem rather than clarifying his own thinking

General leads are also frequently used when one phase of a topic or the topic itself is completed In these situations the responsibility often swings to the counselor who then asks, "What might be the cause of that?" or "What do you plan to do about it?" At the beginning of a conference he might ask, "What do you want to talk about today?" or at the end of a topic, "Are there other problems you want to discuss?" While these general leads direct the client toward a deeper analysis of his problems, they are general enough and come at transition points so that little resistance is aroused They are excellent devices for getting the client to talk

Remarks C-1 and C-7 in the interview excerpt just above and remark C-1 in the excerpt below are examples of the use of general leads

S-1 I feel I could make a 3 point just as good as the next fellow. (*Pause*)

C-1 You could if what?

S-2 If I studied correctly and long enough I think that I'm getting more out of this course right here than any course that I've taken, because I have just in the few weeks we have been in school . you know that Bennett book, I've read quite a few references in there in connection with how to study I put a lot of time on that and I've tried some of his stuff, just thought I'd try it out, give it a whirl When you come right down to it now, it is pretty good, and if I keep on and use probably more of his techniques than I am right now, I don't see any reason I just feel this way That the fellow that's getting 3 point is using those techniques, and me, I haven't learned them yet They are natural to him by now and I'm just starting in so I consider I'm no longer lost I still have a chance

3. In the third group of techniques, i e , *tentative analysis, interpretation,* and *urging,* the counselor tries to direct the thinking of the client along certain lines In doing so, however, he usually speaks in such a way that the client feels his own remarks are understood and accepted but the counselor wants to introduce some additional ideas The degree to which the counselor goes beyond the client's present thinking and the means he uses to put his ideas across differentiate these three techniques In each definition, below, the characteristics which help in differentiating between these techniques are listed, but in classifying actual interview remarks, correct placement has to be determined not only from these characteristics but also from the context of the situation

Tentative Analysis

In making a tentative analysis remark, the counselor presents a new approach to the problem being discussed but does so in a purely tentative manner He leaves the client completely free to accept, modify, or reject the idea The counselor does not appear

to be pushing the client toward a given idea, but is setting up ideas for him to examine The technique is typically used after a client lists several factors he sees in the situation and the counselor, thinking of another possible aspect, asks if the client has thought of it This type of remark may even be presented in question form to enhance its tentative nature. Remark C-2 below is an example of tentative analysis.

S-1. Well . . . I know what I used to do. I used to take a question and think I had it right and put down the wrong answer Then I'd get back the test and see where I'd read it wrong and where I knew the right answer

C-1. Mmhm.

S-2 I used to do that pretty often Now I read over the whole test before I start and read each question carefully.

C-2 Do you suppose that also gives you a chance to sort of calm down after rushing into class all excited about a midterm?

Interpretation and Urging

In making an interpretation, the counselor states something which can be inferred from what the client has said or done, but which the client has not specifically discussed Because the point is stated positively, the client feels that he is being asked to accept it The counselor may or may not bolster his observation with explanation, test results, or reference to research or authority Since the observation is based on the client's behavior and remarks, the client feels he is being asked to accept an objective point made by the counselor Interpretation speeds insight and causes little difficulty if the client is just about to state the idea anyway, would have presented the idea if he had thought of it, or if it fits a need which he has expressed Remarks C-1, C-2, C-5, C-6, and C-7 below are illustrations of an effective use of interpretation On the other hand, interpretation may cause marked resistance if the remark tends to be far ahead of the client's present thinking or has negative implications for his self-concept, i.e., see remark C-3 on page 81.

It is difficult at times to decide whether a given remark is best classified as interpretation or urging. Urging, however, often includes suggested solutions to problems and often involves the

counselor's values Phrases like "I think" or "you should" often occur This type of response can be quite effective if the counselor is an authority in the field, e g , physician, speech therapist, or remedial-reading teacher, and the client is motivated to improve. Urging tends to arouse resistance, however, if these conditions are not present In the following excerpt the counselor and client are discussing an English grammar test, remarks C-3 and C-8 are illustrations of urging The second brief excerpt below is another example of urging

S-1 I never could do that I've looked that up about fifty times and I

C-1 Well, let's figure out why it's this way You know what you did You put the apostrophe over here Now, why should it be over here?

S-2 Well, they left out the "o"

C-2 That's right, and the apostrophe takes the place of, you see, of whatever is left out

S-3 Yeah

C-3. It is "does not" so this is the thing that's out, just stop and think each time what you are trying to

S 4 Is that the way with all words, I mean?

C-4 Yes, for instance, what are some other contractions?

S-5 "Shouldn't"

C-5 Mmhm You see where the "o" is left out?

S-6 I always put it in here (*Laugh*)

C-6 Mmhm You put it between the two words that are understood rather than between Well, it's always in place of the thing that is omitted

S-7 Mmhm

C-7 Well, if you want to go back into the history of the thing, you can even find that true for, oh, let's see, "John's" Originally that was written this way instead of "John's hat," it was "John, his hat." Well, that took too long to say so 'way back when they crossed this out (*counselor is pointing*) and put an apostrophe in instead and you get this word, you see

S 8 Mmhm Well, thank you

C-8 And that's ah it's fairly easy to remember if you just stop and think what it is you are trying to say Now let's see what else (*Pause as they look at paper*) Here's another one (*Pause*)

C-1. Yes, of course you have to In this world of sorrow you have to do a lot of things that you don't think you ought to

4 The fourth group of techniques, representing the greatest degree of leading, includes *depth interpretation, rejection, assurance,* and *introducing apparently unrelated aspects of the subject* These four techniques are not in a quantitative order of leading but represent qualitatively different techniques characterized by a great degree of leading Because the average counselor is not expert enough to handle the problems of resistance which these techniques usually cause, he should not use them often, if at all It seems worth while, however, to describe these techniques so that their nature and effect may be seen more clearly.

Depth Interpretation

A depth interpretation represents an interpretation of a client's remarks and behavior in terms of some theory of personality dynamics, e g , dream analysis in terms of pschoanalytic theory. This meaning of his behavior is not immediately evident to the client and when explained by the counselor often has to be taken on faith. Depth interpretation represents leading far beyond the client's present thinking and often touches sensitive spots in the client's unconscious Marked resistance is aroused unless the counselor has some other means, i e , transference, for overcoming it

Rejection

Rejection represents a frequently used extreme in leading. Where other techniques lead in the general direction that the client is headed, rejection tries to reverse the direction. Occasionally a counselor feels that the client is entirely wrong in his attitudes and beliefs, but outright rejection of his views is apt to result only in argument or in the client's changing the subject. Rejection can be effective only if the counselor has sufficient status to overcome the client's resistance and enforce his views, i.e., a judge, police officer, or dean It is much more effective to work with the client in a way which will gradually bring about a change in his views Note in this sample that rejection of the client's ideas in S-1 has little effect in S-2

S-1. Most of the time everybody is talking about what they're doing, and they don't care about anybody else And then Dad'll jump on

me and say, "What am I paying my money for (*laugh*) if you haven't got time to study?" or, "What are you doing here?" Or if you tell him, "Really what do you expect when you don't get any more cooperation than you do," they really jump on you hand and foot, "I've done this and that and the other"

C-1 Don't you think it is nice to have parents who are interested in your doing well?

S-2 Sure, it's swell to have parents who are interested in your doing well, if they cooperate with you It's just like, some people think you ought to be geniuses, but they don't just like I was reading last night, and I told mother that intelligence is hereditary I said, "I don't think you should harp on me so much, what I'm doing You didn't give me anything" (*Laugh*)

Assurance

Assurance often has the same effect as rejection While the counselor may sincerely feel that the client is overreacting to a situation or may feel that such problems usually work themselves out all right, he cannot tell the client, "There now, everything is going to be all right", this tends to belittle the client's judgment Feeling rejected and thinking that little help will be received here, he is not apt to bring up other problems Assurance is effective only when the counselor has the status of an authority on the topic so that his judgment can be taken as an expression of reality (7). For instance, a friend telling a person who is ill and in great pain, "I'm sure everything will be all right in a little while," will do little but destroy his reputation as a counselor-friend, a doctor making the same statement will probably bring about a decrease in tensions due to worry A counselor might do well to think in what few fields he is in a position to give assurance, the effectiveness of remark C-2 in the following example can be doubted

S-1 I've never been out a week in my life and it just sort of

C-1. It really does double up your work, doesn't it?

S-2 Oh (*laughs*), it certainly does I'm certainly mixed up about it all right now

C-2 Oh, well, you can catch up all right

S-3 I hope so

Introducing New (and Apparently Unrelated) Aspects of a Problem

Occasionally a counselor will inquire about a related aspect of the problem under discussion without making its relationship evident to the client. While the counselor's remark seems to him to lead very little from the previous discussion, it seems to the client both a rejection of what he has been discussing and the introduction of a new topic. This problem tends to occur when the counselor is interested more in clarifying his own diagnostic thinking than in clarifying the client's thinking. When the topic introduced seems irrelevant to what the client is saying, he may ignore it as happened in the excerpt on page 36. Or if the client takes up the new topic, he is apt to reduce his participation in the interview for awhile as happens in the excerpt below. Part of the effect here is also due to the fact that the questions asked are quite specific.

S-1 Daddy, he always said that he's proud of my brother and me, but . . . I know he is. I mean I know he thinks a lot of us, but the things that he does, why it sort of makes you wonder at times if he really, if he really is as interested as you might think he is. (*Pause.*) I mean, you know, some Saturdays when he comes home, he'll probably come home early in the morning, about eight o'clock. Then he'll raise a big argument about he's always in the hole. If you ask him for some money, "I'm in the hole." "I'm in the hole. I'll never get out of this hole." And I know, when I was working on the NYA, he used to borrow. I made fifteen dollars a month, and he would borrow ten dollars every time, every time I got my check. He'd pay it back about, oh, I don't know, about two or three dollars at a time. And it so happened that I couldn't do anything. But I wasn't getting anything out of it. I just was working, and when my, when my check would come, I would want to buy books. Sometimes I couldn't buy books, but I wouldn't say anything to him about it, because I knew he would go off in one of those tantrums about being in the hole, so when I got the letter that I stop work, why he started on me again about, "If you'd, if you'd been on your studies, you could have still had your job." He wasn't worried about my losing the job, he was worrying about his losing it, so to speak, because he wouldn't be able to borrow ten dollars any more. (*Laugh.*) And

now I'm trying to get another job this summer—and I'm just wondering if I'll probably be making twenty-five dollars every two weeks—I'm wondering if I'll be giving him fifteen dollars every two weeks (*Pause*)

C-1 Is your brother in school?

S-2 Oh, yes, Brother's in school

C-2 He's in high school?

S-3 Yes

SUMMARY

The problems in deciding what to say in response to the client's long speech just above illustrate the points that have been discussed in this chapter The client is obviously talking about an important personal problem Her last pause indicates a need for the counselor to say something He wants to maintain an atmosphere of acceptance in which the client will feel free to continue discussing her problem. He must decide what is the core aspect in this extended monologue and if the division of responsibility should be shifted. (Although several topics are discussed, the basic issue throughout is the client's attitude toward her father, furthermore, more elaboration of the problem is probably needed.) Having decided this much, the counselor must determine what relation his remarks should have to her present thinking Should it be an *accepting* "mmhm" or an *urging,* "I suggest that you make out a budget based on your income and explain to your folks how you plan to use your money" Or should it be in between, i e , "You feel that your father doesn't treat you right" But this remark, while intended as a simple *clarification,* might be taken as an *interpretation* by the client, because outsiders cannot use these words in describing a client's family without seeming overly critical

It is obvious that tailoring remarks to fit each succeeding situation takes sensitive, intelligent, and fast planning More information is needed, however, as to the relative effectiveness of these types of remarks and of the conditions associated with their instances of effectiveness or ineffectiveness This is the subject matter of the next two chapters.

CHAPTER V

IMMEDIATE CRITERIA IN COUNSELING

ANY counseling technique can be truly effective only in so far as it helps attain the ultimate goals of counseling, i e, happiness, social adjustment, mature behavior, and effective adjustment skills However, it was shown in Chapter I that a counselor cannot directly use these measures to determine how well he is doing from moment to moment, but has to use more immediate client behavior as indicative that these delayed outcomes are probably going to be attained, i e, a benefiting client usually makes statements of insight and plans, talks easily, expresses feelings freely, rarely displays resistance, develops a good working relationship, and assumes responsibility in the interview Since the counselor has to use these immediate criteria to guide his counseling efforts, it is important to know what effect different counseling techniques have on them Quite a few experimental studies making such comparisons are available.

IMMEDIATE CRITERIA OF COUNSELING EFFECTIVENESS

It is obvious that immediate criteria should always be treated simply as *symptomatic* of delayed goals and not as goals in themselves Overemphasis on any one immediate criterion may lead to misdirected counseling efforts, but using a wide range of immediate criteria will help overcome any such tendency Since a thorough understanding of these criteria and their limitations will also help bring about their judicious use, this chapter will deal at length with their nature, interrelationships and difficulties in measurement

1. *Statements of Insight and Plans*

Very often when a client gains in insight or decides to work on some problem, he will state these facts. So whenever such statements occur, the counselor usually assumes that his counseling is effective. Furthermore, in research, the frequency and quality of these statements can be counted or rated and used as one measure of effectiveness.

There are several difficulties, however, in trying accurately to judge the degree of progress that has actually been made. First, some clients out of politeness or a desire to please the counselor, state that the conference has helped them or make extensive plans without any intention of following up on them (110). Second, it is difficult to assess acceptance remarks, e.g., "mmhm," which a client makes after the counselor makes an interpretation or suggests some plan of action. Is the client in such instances agreeing in full or is he responding in a more or less apathetic way just to satisfy the counselor? The context of other remarks often helps here, but judging growth in insight and plans often proves difficult when the counselor is taking a great deal of responsibility in a conference. Finally, it is of course impossible to rate any client insights or plans which remain unverbalized. Since clients differ markedly in the degree to which they verbalize what they are thinking about, this introduces a source of error in comparative measurements.

In brief, one can evaluate only those statements of insight and plans that are made, and more valid ratings can be made when the client verbalizes his own insights than when the counselor does it for him.

2. *Feeling Reactions*

Because helping a client to release his pent-up feelings is an important part of therapy work, some research workers have suggested that the effectiveness of counseling methods can be evaluated by analyzing the feeling content of the client's remarks. Several measures have been used for this purpose, i.e., percent of remarks containing expressions of feeling, average intensity of

feelings expressed, and ratio of negative to positive feelings (69, 197, 240).[1]

Feeling reactions have generally proved difficult to rate because of their rather nebulous nature Thus Snyder found that when two judges rated the feeling content in a series of client remarks, or the same judge rerated these remarks after a lapse of time, they had difficulty at times in agreeing upon the presence of feeling content (240) However, when the feeling content was so pronounced that it was spotted at each rating, the judges were able to say with from 61 to 65 percent accuracy whether it was directed toward the self (client), the counselor, or other persons and situations and whether it was positive, negative, or ambivalent in character Snyder found that this was the least reliable of several measures of outcome used in his study.

Therapists not only want to know when feeling statements are made but also what their content is so they can react suitably Another study shows the judges (or counselors) do not agree very well on the nature of the feeling content in client remarks (199). Reid and Snyder made up a check list of twenty-five categories for classifying the feeling content of client remarks, but found that when fifteen judges were asked to classify any particular remark, they put it into five different categories on the average Furthermore, counselors were found to have their favorite categories when interpreting the feeling content of client remarks.

Despite these evidences of low reliability, there is some indication that measures of feeling reactions may be of value in measuring interview outcomes, especially in therapy situations It has already been shown in Chart 3 (page 33) that the relationship between positive and negative feelings tends to change during the course of successful nondirective therapy (197) Raimy found that the ratio of positive to negative feelings tends to increase during the course of successful treatment, in fact, all of his suc-

[1] Several interesting exploratory studies have also been made of the subject concerning which the feeling is expressed, e g, self, others, and the environment (40, 62, 217). This approach has been helpful in studying what takes place during therapy, but it is not clear at the present time how these data can be used in evaluating the effectiveness of therapy methods

cessful cases reached ratios of .49 before the close of the interview series, whereas only one of five unsuccessful cases reached this level. Even though, as Hathaway suggests, this sudden upsurge in positive feelings is due at least in part to a "good-bye effect," the fact that it occurs in successful and not in unsuccessful cases indicates that this may be used as a rather unreliable but objective symptom of success.

On the other hand, other evidence indicates that outside of therapy situations the expression of feeling is not an important criterion of effectiveness. Thus Raimy found that his ratio of positive to negative feeling did not behave as expected in one instance in which a study skill problem was treated nondirectively. Good has made a more extensive analysis of this problem (93). Using ninety-four discussion units (from forty-five interviews and nineteen counselors) representing study-skill problems, nonemotional-adjustment problems, and emotional-adjustment problems, she had two judges rate each remark as to whether any feeling was expressed and whether it was positive or negative in nature. Two measures of feeling were computed, i.e., percent of remarks in each discussion unit which contained an expression of feeling and the ratio (DRQ) of positive to negative feelings in each unit. As might be expected, the remarks in study-skill and nonemotional-adjustment problem units less often contained expressions of feeling than did the remarks in the emotional-adjustment problem units, i.e., 14.5 and 20.6 percent vs. 31.9 percent. Furthermore, she found that the DRQ's were much lower in the former types of units, i.e., .636 and .531 vs. .774. Since each of these differences is statistically significant at either the 1 or 5 percent level, evidence is provided that feeling reactions behave differently in skill and nonemotional-adjustment situations than they do in emotional-adjustment problems.

The best basis for determining the suitability of feeling as a criterion, however, is to find out what relationship measures of feeling have to other criteria of progress. Good had her judges independently rate each discussion topic for (a) growth in insight and plans, (b) working relationship, and (c) responsibility as-

sumed by the client.[2] In order to obtain a highly reliable measure and also to simplify the problem, she combined all these ratings into one "composite criterion" measure The correlations between either measure of feeling and this composite criterion were all approximately zero for each of the three types of problems It might be expected that feeling reactions would have little relationship to other outcomes in study-skill and nonemotional-adjustment problems because feeling reactions occur less often and with less intensity in these problems It is surprising, however, to find that expression of feeling does not correlate with the other criteria in emotional-adjustment problems since Raimy and other nondirective therapists have found a positive relationship between expression of feeling and other outcomes in nondirective therapy A partial explanation may lie in two factors which differentiate these studies Some of Good's emotional-adjustment units were selected from interviews with students in an adjustment class, these students are often less severely maladjusted than those who apply at a psychological clinic Many of Good's other emotional-adjustment units were obtained from clinical interviews carried on by traditional psychotherapists, it may be that differences in therapeutic approach give different results There is an obvious need for further research on this point

In brief, measures of feeling reaction are among the least reliable of the criterion measures available. These measures seem to be useful only in problems of emotional adjustment and possibly only when nondirective counseling methods are used

[2] These same criterion measurements are used in other studies to be reported in this and the next chapter Their method of measurement will be described here and will not be repeated later Five-point rating scales were carefully worked out for each of these criteria, each step on the scales being precisely defined After the judges were trained in the use of these scales, they carefully read and rated each unit in terms of these three criteria On most of the units the final value for a particular criterion represents the average of two or three judges' ratings Other criteria, e g, talk ratio and incidence of resistance, are also used in some of these studies, but their method of measurement is different and will be described at the point of their use

The fact that this series of studies uses the same interviews and the same measures of criteria as well as of other aspects of the interview means that more meaningful cross-comparisons can be made among their data

3 *Working Relationship*

Good rapport or a good working relationship is one of the most important characteristics of an effective conference That is, counseling is most effective when the client and counselor exhibit feelings of mutual respect and the client talks freely about problems which he considers important This relationship can be evaluated from the nature of the topics and the manner of their discussion, but two particular types of evidence tend to receive the most attention and need to be discussed at some length (a) amount of talk and (b) evidence of resistance

These criteria have received particular emphasis because rapport is on the whole a rather nebulous relationship, but these are objective or countable aspects Where there is good rapport the client talks freely about real problems, however, it is easier to count amount of speech than it is to prove that the topic discussed represents a real problem Further, it is usually easier to put one's finger on instances of poor rapport, i e., incidents of resistance, than it is to locate instances of good rapport, in fact, some would define good rapport simply as the absence of episodes of resistance These characteristics provide helpful approaches to evaluating working relationship and through it the effectiveness of specific counseling techniques

a *Amount of talk* Full verbalization of problems is considered by many an important factor in effective counseling, and amount of client verbalization is thought by some to be a measure of such effectiveness (188, 213) In the first place, a client's willingness to talk is usually symptomatic of a good working relationship between client and counselor A reticent or resistive client tends to speak briefly or even to be silent, free talking can usually be taken as a good sign Secondly, many counselors feel that free talking tends to produce a less critical attitude, and association of ideas tends to bring out half-forgotten or suppressed material Finally, they feel that the process of finding words helps the client to clarify his problem and put it into better perspective As a result, many counselors try consciously or unconsciously to enhance the amount that the client talks.

Some data are available on this problem from a study of 353 discussion units in 78 interviews. The proportion of client talk to total talk in the interview, i.e , "talk ratio," was computed for each discussion unit (47) It was found that the talk ratios for a given counselor-client combination tended to be fairly consistent from unit to unit and from interview to interview, but that different counselors tended to differ markedly in the proportion of client speech allowed or obtained, e g , from 4 to 89 percent client speech

When these talk ratios were compared with interview outcomes, correlations of 25, 31, and 66 were obtained with insight gains, working relationship, and responsibility-taking, respectively. However, direction of causality should not be inferred from these correlations It is just as likely that a client feels like talking because he is gaining insight, wants to make plans, or likes the counselor as it is that these outcomes occur because he is led to talk more Further, the lowness of the first two correlations suggests that if a counselor should try to force a client to carry the burden of conversation, the latter would be as apt to take refuge in a safe topic or even in social visiting as he would be to benefit from talking more

The much higher correlation between talk ratio and division of responsibility, i e , 66, points up a particular problem in using talk ratio as a measure of interview outcome As will be seen later, division of responsibility is affected by the techniques selected by the counselor as well as by the client's desire to take on responsibility That is, division of responsibility is both a counseling *technique* and a measure of interview *outcome* When a counselor deliberately throws responsibility onto a client, he can force him to carry the burden of the conversation and so obtains artificially high talk ratios, i e , they are not due to the client's eagerness to discuss his problems. (The manner in which a counselor can throw responsibility onto a client through his choice of counseling remarks will be discussed in a moment—page 111)

In an attempt to differentiate between the effect on talk ratio of counselor technique and client desire to talk, a "derived talk-ratio score" was obtained and correlated with other measures of

interview outcome. That is, the 353 discussion units were grouped according to the particular counselor technique which was used most frequently or otherwise seemed to dominate the unit, i.e., according to each unit's "primary technique." The average talk ratio for all of the units using a particular primary technique was then computed. This average talk ratio for the particular primary technique used in a unit was subtracted from the actual talk ratio for that unit to give a "derived score." It was assumed that a client who talked more than the average student did when such a counseling technique was being used probably wanted to talk. On the other hand, a student who talked less than the average might be resisting the responsibility being thrust upon him. While these assumed factors are not the only causes of variability in derived scores, this approach gives a partial method of factoring out the effect of technique in causing the high correlation between talk ratio and responsibility-taking. In order further to clarify the situation, the 353 discussion units were also divided according to the nature of the problem discussed, i.e., skill problems and adjustment problems. The derived talk-ratio scores for all of the skill units correlated .04 and .12 with insight and with working relationship, respectively, and for all the adjustment-problem units correlated .39 and .23 with insight and working relationship. On this basis, it can be concluded that talk ratio is, at best, a minor measure of interview outcome and in adjustment-problem units only.

It is difficult to assess the value of forcing the client to talk, i.e., as a counselor *technique* rather than as a symptom of client behavior, but the following findings cast some light on the problem. Since amount of talk is of importance only in adjustment-problem units, only these units were used in this further study. The counselors were divided into "directive" and "nondirective" counselors by an independent judge who was acquainted with their work and methods. The talk ratios for these two groups were then correlated with their clients' ratings of growth in insight. The correlation for the directive counselors was .36 and for the nondirective counselors .39. But a glance at Chart 5 shows that there was little overlap in the talk ratios of the two sets of

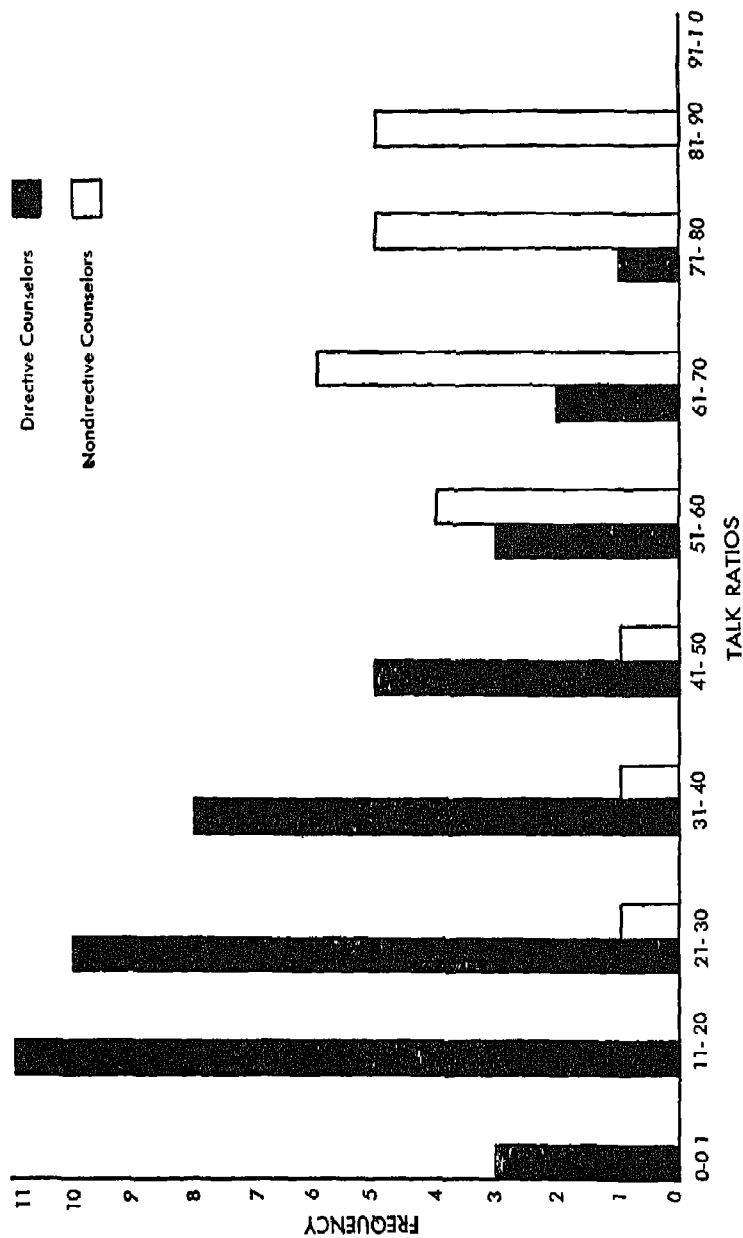



CHART 5 Distribution of Talk Ratios of Directive and Nondirective Counselors (from 47)

counselors! The most successful clients of the directive counselors often talked less than the least successful clients of the nondirective counselors In brief, a counseling system tends to set limits to the proportion of client talk, but within these limits willingness of the client to talk is a fair *symptom* of effectiveness of the counseling These data do not indicate that forcing the client to talk more causes gains, although other studies may be able to demonstrate it.

b *Resistance* Counselors are usually sensitive to instances of resistance in the conference because resistance indicates that working relationship is in danger Furthermore, since resistance is particularly apt to occur when important aspects of personal problems are touched, it may also signal the importance of the material being discussed In either case, the counselor wants to handle the conference carefully so as to maximize his working relationship

Resistance is indicated in many ways A client may laugh "nervously" when he says something which he would not normally say but about which he has strong feelings Clients may also become nervous, fidget, sweat, or be moved to tears as particularly difficult and sensitive material is reached Pauses may indicate difficulty in verbalizing a problem or resentment at counselor probing, they may also merely indicate that the client is through for the moment [3] A client may express resistance to a counselor's approach by speaking much less, even in monosyllables, an apathetic "mmhm" or "I don't know" may be used to stop a counselor's line of attack More severe resistance is indi-

[3] An analysis of the behavior of twenty-two clients in sixty one interviews showed that they had paused quite markedly 285 times during the course of their interviews (272) An analysis of the context in which these pauses occurred showed that about half were due to the client having difficulty with his own processes of thinking, i e, "indecision" and "organizational" pauses The counselor's probable cue in these situations is not to interrupt On the other hand, two other types of pauses represented definite cues to the counselor to assume responsibility These were "solicitation" pauses (10 percent) in which the client showed that he wanted the counselor to respond with approval, advice, etc, and "normal" pauses (38 percent) in which the client stopped on finishing a phase or topic and expected the counselor to respond A study of what immediately followed these pauses showed that the counselors were quite sensitive in interpreting the meaning of each occurrence

cated when a client rejects what the counselor has suggested, or changes the subject Finally, a client may escape by closing the conference and he may decide not to return The following excerpt shows how too rapid an approach to a real enough problem resulted in client resistance (S-1, S-5 and S-8)

C-1 Well, the thing that bothered you then was that you're afraid people would think it was taking you longer than your father and perhaps some of your other friends, too Now—

S-1 Well, *that* has bothered me, that's true, but as to whether it had anything to do with me not changing sooner, now, I don't think that holds Because, I tell you the truth, I never thought about it, it never entered my head until this summer that I might be better in something else, that I might have interests in something else

C-2 You were coming to the conclusion that your abilities really did not lie in the field of plant science

S-2 I was coming to the conclusion that I didn't have any ability

C-3 You didn't have any?

S-3 Yeah, I was coming to the conclusion that I just didn't have the guts, now, to go through

C-4 You thought that if you didn't have the ability to get through plant science that probably you couldn't get through anything else

S-4. Well, that might be it

C-5. But maybe at the same time you felt that if you didn't get through plant science that maybe there wasn't any real achievement for you (*Pause*)

S-5. (*Silence*)

C-6. Now, you are trying to—ah—to—ah—and you say you have, that you have decided on this course of action that you are going to take the commerce curriculum You think now that maybe if you got somewhere in this field that you could hold your head up and not feel too badly about having taken a little extra time in getting through college, or do you?

S-6. Yeah, I do My thoughts often center around that, what are people going to think and I—

C-7 Well, that's rather natural to be concerned about what other people think, but we can't be too much concerned so that we do most of our, so that most of the things we do are on the basis of what we believe other people will think But when it really comes down to the final analysis, after all what business is it of anybody but yourself?

S-7 Well, that's what I always wind up by saying, that's how I forget

about the whole thing If you get to thinking about that you can get yourself—

C-8 But you don't really believe that yet, that is, that it doesn't make any difference what other people think?

S-8 No, you don't really believe it, but you say it Hey, can you smoke in here?

How is resistance related to working relationship? While instances of extreme resistance indicate a bad working relationship, it does not follow that all resistance is bad nor that there will be no resistance in the ideal working relationship (294) Even in the best conferences the mere inertia of old habits of thinking, dislike of upsetting present and not-too-uncomfortable modes of response, and difficulties in verbalizing one's thoughts all give rise to small evidences of resistance. Slowness in the client's development of his problem and little hesitancies in his speaking are, therefore, not always signs of below-par rapport Physicists tell us that even the inertia of inanimate objects presents resistance to change Furthermore, in certain therapeutic approaches, resistance is regularly obtained, it indicates that therapy is beginning to take place and also the importance of the material being covered

It is important, then, that some discrimination be made between types and degrees of resistance In the first place, there is a difference between resistance to the counselor and resistance within the client caused by conflicting beliefs and difficulties in verbalizing emotional material While in either case the counselor will want to adjust his techniques to meet the problem indicated by the resistance, in the first instance his own techniques are the cause but in the latter instance his techniques are altered to make it easier for the client to handle the difficulties of clarifying his own problems Some evaluation should also be made of the severity and probable continuation of whatever resistance does occur While degree of resistance probably represents a continuum, the following categories help place instances of resistance in a better perspective.

Inertia Would rather continue "as is" than bother to analyze problem, would rather make a general plan than be specific.

Tentative resistance Monosyllables, intellectual discussion of topic, temporary rejection of counselor's idea, but later brings it up himself, nervous laughing

Intense resistance Refusal to discuss, hostility, blocks in thinking, apathy

Rejection Closing the interview early, refusal to come back for more conferences

In this list, inertia is ever present, tentative resistance is a "go careful" sign, and the last two types represent "danger" signals

TABLE 4 Frequency and Average Degree of Severity of Each Type of Resistance (from 63)

Symptom	Frequency	Average Degree of Severity
Outward antagonism	2	4 50
Tardiness in keeping appointments	4	3 50
Desire to leave before time is up	4	3 25
Indifference to counselor	9	2 78
Rejection of suggestions in order to retain own integrity	14	2 50
Client ignores counselor's lead and continues to bring up his real feelings	8	2 25
Attention on something else	1	2 00
Denial on part of client of statement made by counselor	16	1 93
Flow of hostility and anxiety blocked	6	1 83
Ambivalences and indecisions do not come out freely	19	1 79
Short answers	20	1 75
Long pauses	18	1 67
Counselee asks direct question	3	1 67
Feelings of concern and feelings of guilt blocked	23	1 65
Client changes subject	8	1 50
Retreat from insights already attained	2	1 50
	N = 157	

Some data as to the frequency and importance of different types of resistance are provided by an analysis of forty-eight interviews carried on by twenty different counselors (63) A careful reading and rereading of these interviews indicated 157 clearly

defined instances of client resistance, minor episodes or inertia were not included Each instance of resistance was classified as to type and severity These data are summarized in Table 4, which shows the frequency of occurrence and average rated severity of the sixteen different types of resistance found.

While the number of instances is too small to permit any close analysis of the data, some generalizations seem evident It is interesting to note that practically all of the types representing the highest average severity of resistance are examples of external resistance, i e , against the counselor. That is, the techniques used by these particular twenty counselors, when they did arouse resistance, tended to cause a more severe reaction than did internal conflicts within the clients On the other hand, it should be noted that some of the most frequent types of resistance, e g , "feelings of concern and feelings of guilt blocked" and "ambivalences and indecisions do not come out freely," represent examples of internal resistance When a comparison is made of the relation of frequency to average severity, the rank order correlation is low and negative, i.e , — 26

Analysis of the context in which these instances of resistance occurred does not show consistent evidence that either severity or frequency is the more important, the counselor has to judge each instance in terms of its own context

Careful reading of the interviews indicated that some types of resistance normally considered sure signs of bad counseling were sometimes followed later on by client acceptance For instance, the client denied the statement made by the counselor sixteen times, but in half of these instances the client later on admitted that what the counselor had said was true. A comparison of the average severity of resistance in the eight "successful" instances with that of the eight "unsuccessful" instances did not show any difference While it is obvious that a counselor will not willingly seek to get the client to deny his points, these few illustrations indicate that denial is not always disastrous

What is the relationship between instances of resistance and the rating of working relationship? The "resistance score" of an interview was obtained by multiplying the frequency of each

type of resistance times its average severity. The correlation between these resistance scores and ratings of working relationship turned out to be —.64. This is a high correlation, indeed, if the general unreliability of rating systems is considered. In other words, the judges of working relationship were probably greatly influenced in their ratings by the instances of resistance which they found in the units they were rating.

In summarizing this rather lengthy discussion of working relationship, it seems evident that working relationship, or rapport, is an important characteristic of the interview and can be used as a criterion of counseling effectiveness. Working relationship is often measured through amount of client talk and the incidence of resistance. The first of these is of value only in adjustment-problem units and is not very important. Resistance, on the other hand, is a fairly good measure of working relationship. Overemphasis on either subcriterion, however, will result in poor counseling. They should be considered as symptoms with one's view constantly kept on the larger nature of a good working relationship as well as on other criteria of effectiveness.

4. *Client Responsibility*

Another important goal in counseling is developing willingness in the client to take responsibility for attacking his problems. That is, the client should be able to meet *new* problems on his own or at least need less help than he did before coming for counseling. Growth in such maturity might be measured by judging the degree to which the client takes on responsibility, in successive interviews, for clarifying his problems and planning what to do about them.

On the other hand, forcing the client to take responsibility for directing the conference is a commonly used counselor *technique.* That is, by dealing only with what the client has already stated through the use of acceptance and clarification remarks, the counselor can force the client to choose what will next be introduced. These possible advantages are cited for this technique: if a client is ever to learn to take responsibility, he should start

early, if the client says it, he is not resistive to his own ideas and may, therefore, be more convinced, finally, if mere talking leads to greater clarity in thinking, then throwing responsibility on the client should help

It is evident that counselor-forced responsibility should not be mistaken as a symptom of worth-while growth in the client. Differentiation must be made between the client's taking responsibility as a result of his own growth and increased interest *(criterion)* as against the result of the counselor forcing him *(technique)* Research studies help make such a differentiation and provide data on the efficiency of responsibility-taking as a measure of outcome and as a counseling technique The next section will, therefore, attempt to answer both questions Following this a summary evaluation will be made of the various measures of immediate outcome in the interview.

CLIENT RESPONSIBILITY, OUTCOME AND TECHNIQUE

The best approach to this dual problem seems, first, to present data on the degree of responsibility taken under different conditions, second, to show the relationship of these data to measures of interview outcome, and, finally, to interpret the significance of these findings

The division of responsibility between client and counselor was rated for 353 units in 78 interviews through the use of a five-point rating scare (73) These units were also analyzed for their primary counseling technique and their topic of discussion in order to determine the relationship of these variables to client responsibility It will be recalled that the primary technique for a discussion unit in an interview represents the counseling technique which is used most frequently or otherwise seems to dominate that unit Four techniques, e g., clarification, tentative analysis, interpretation, and urging, represented the primary technique in units often enough to permit an analysis of their effect on responsibility division (See Table 10 on page 129.)

Table 5 clearly indicates that the counselor can throw re-

sponsibility on the client or keep it away from him through his selection of techniques That is, practically all instances of the client assuming over half of the responsibility for the direction of the interview (ratings of 4 or 5) occur when clarification or tentative analysis (the counselor techniques which lead the least) are the primary techniques On the other hand, when urging is the primary counselor technique, half of the units are rated as having the counselor in complete charge and in no case does the client take over half of the responsibility This effect is more

TABLE 5 Responsibility Ratings for Study-Skill and Adjustment-Problem Units According to the Primary Technique Used (Adapted from 73)

	Percent Showing Each Responsibility Rating						
	1	2	3	4	5	N	Av Resp
Study Skill Units							
Clarification	13	45	29	13	0	24	2 42
Tentative analysis	14	36	31	14	5	22	2 59
Interpretation	18	54	23	5	0	65	2 14
Urging	49	32	19	0	0	37	1 70
Adjustment-Problem Units							
Clarification	0	46	26	13	15	46	2 98
Tentative analysis	11	18	37	34	0	44	2 93
Interpretation	14	46	32	8	0	92	2 34
Urging	56	35	9	0	0	23	1 52

pronounced in the adjustment-problem units than in the study-skill units probably because in the latter units the counselor always has to assume some responsibility for diagnosis and remedial suggestions.

It is evident that a counselor, through his choice of *techniques,* can make the client assume responsibility or can take it away from him On the other hand, does a client ever assume responsibility as a result of his own improved adjustment? And can some measure of this be obtained as a *criterion* of improvement?

The best approach to these problems seems to be to control the effect of counselor technique and topic and then see if there is a relationship between responsibility-taking and the other out-

comes of counseling That is, these 353 units can be divided into homogeneous groups, e g, 65 study-skill units in which interpretation is the primary technique, 37 study-skill units in which urging is the primary technique, 46 adjustment-problem units in which clarification is the primary technique, etc Within each of these homogeneous groups correlations can be worked out between responsibility ratings and the other outcomes of interviews, i e, insight and working relationship While not entirely true, it

TABLE 6 Correlation of Responsibility-Taking with Insight and with Working Relationship When Primary Counseling Technique and Topic Under Discussion Are Held Constant (Adapted from 73)

Primary Technique	No Units	Corr of Resp. and Insight	Corr of Resp and W R
Study-Skill Units			
Clarification	24	.26	25
Tentative analysis	22	42	35
Interpretation	65	37	40
Urging	37	55	78
Based on "derived scores"	148	37	46
Adjustment-Problem Units			
Clarification	46	50	35
Tentative analysis	44	67	38
Interpretation	92	51	56
Urging	23	54	26
Based on "derived scores"	205	62	52

will be assumed that within any one of these groups of units the counselors structured the client-counselor relationship pretty much the same and, therefore, any differences in responsibility-taking are due to the client's desire to assume responsibility. Table 6 shows the correlations of responsibility with insight and with working relationship for each primary technique and for the two groups of topics

Even when technique and topic are held constant, there are consistently positive correlations between responsibility-taking and the other immediate criteria of effective counseling In other words. the client who seems to be benefiting from the conference

tends to take on responsibility for its direction It will be noted throughout Table 6 that the correlations for the study-skill units do not run quite as high as for the units dealing with adjustment problems This is in line with our previous findings that the counselor has to assume more responsibility in study-skill units Even here, though, the client tends to assume responsibility when he is benefiting

In an attempt to obtain an overall measure of responsibility-taking as a criterion of interview outcome, a "derived responsibility score" was computed for each unit That is, it was assumed that when a particular primary technique was being used, the client who took on more responsibility than the average client did probably felt like taking on more responsibility On the other hand, the client who assumed less responsibility than the average client did under these conditions probably was resisting the responsibility that was being forced upon him A client's derived responsibility score for a given unit was, therefore, obtained by subtracting the average responsibility rating for the primary technique that was being used from the actual responsibility rating for that unit While this type of measurement is not very reliable, the correlations obtained from their use are given in Table 6 and show that responsibility-taking characterizes the client who is benefiting from a conference

The results here are similar to those found earlier with talk ratio, e g , responsibility-taking is markedly affected by the techniques used by the counselor, but the benefiting client tends to take on more responsibility within the framework allowed by the counselor techniques being used The derived responsibility score, however, holds the effect of counselor technique constant and affords a rough measure of interview outcome

One other means of using responsibility-taking as a criterion is to find out if a benefiting client tends to take on more and more responsibility as he progresses through an interview series Eight series of interviews, for which there was outside evidence that the clients benefited from the counseling, were available for study The rated division of responsibility for each client-counselor combination was determined for each interview The

median responsibility ratings for these counselors' first, second, third, and fourth interviews are shown in Chart 6 It will be noted that if any trend is present, it represents a tendency for the degree to which the clients participate to go down during four successive interviews The rating for the first interview may be higher than the others because a first interview always contains a section in which the client tells the counselor about why he came

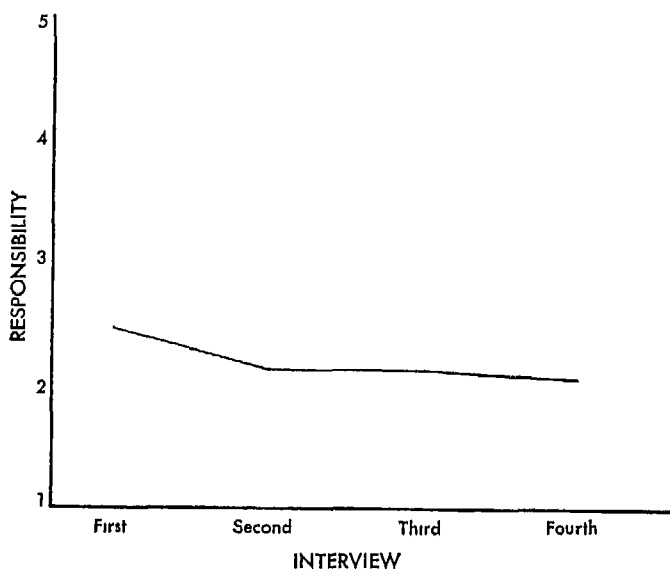



CHART 6. The Median Responsibility Rating in Successive Interviews for Eight Experienced Counselors

in, the nature of his problems, etc If this special situation is taken into account, the best interpretation seems to be that clients, although benefiting, do not tend to take on enough increased responsibility to affect the ratings made That is, the counselor-induced structure is so important that any change in the client, if it occurs, does not tend to show through.

Qualitative Study of Responsibility-Taking in Interviews

Table 7 permits us to make a closer analysis of the relationship between responsibility and working relationship It will be

seen that the relationship is curvilinear rather than linear, thus responsibility rating 4 has the highest average working relationship, i e, 4.30, and responsibility rating 3 is very close to it, i e, 4 27 The actual distribution of responsibility ratings among the 353 units, however, indicates that counselors tend to give clients less responsibility than they should That is, the mode of the responsibility ratings is 2 and the average is 2 38.

TABLE 7 The Relationship of Ratings of Responsibility to Ratings of Working Relationship

Resp	*Working Relationship* 1	2	3	4	5	N	Av W R
5	0	1	1	3	3	8	4 00
4	0	4	0	14	19	37	4 30
3	1	4	1	52	38	96	4 27
2	3	21	21	88	12	145	3 59
1	1	11	44	9	2	67	3 00
						353	3 78

It is important, however, that this general need to give clients more responsibility not be misinterpreted nor exaggerated If a simple linear relationship existed, it might be said that the more responsibility the client is forced to take the better, but here the curvilinear relationship shows that the middle and above middle divisions of responsibility are the best The example on page 78 shows what happens when the counselor does not assume his necessary role in a conference Furthermore, this trend does not indicate what is best in every situation Careful rereading of the units with responsibility ratings of 1 and with outcome ratings of 4 or 5 showed that this pattern was probably the most effective arrangement for these particular situations, to have decreased the counselor's responsibility in these units might have caused poorer results. The interview excerpt on page 91 is an example

Sherman, as a part of her study, carefully reread all of the units of high and low outcome in order to find out what qualitative characteristics of division of responsibility were associated with good working relationship Her findings can best be described by quoting her conclusion

> A careful analysis of many units which were rated as having an excellent working relationship revealed that while each interview differed from another, there were significant similarities between them. Regardless of the relative amount of responsibility for the direction of the interview, the counselee played an active part in the interview itself. He made contributions such as illustrations and suggestions, he helped with the planning, he added information and asked questions, in other words, he worked during the interview and did not merely assume a passive attitude toward the conference situation.
>
> One of the characteristics which could be seen most clearly in the interview units with the best rapport was the lack of finality and dogmatism in the manner in which the counselor made his comments. It was always possible to add to the statements which he made and to sense that even his advice was given tentatively and would be subject to further discussion. The counselor kept his own values in the background and kept attention focused on the counselee. This focus of attention might be best described as occurring within the framework of the counselee's own interests.
>
> Advice in itself did not appear to destroy a good working relationship. If the counselee wanted the advice that was given to him, he seemed to be able to incorporate it into his thinking and planning to make it his own. The advice, however, had to be in keeping with the trend of thought of the counselee, his emotional bias, and his general background. More important, he had to be able to carry on from the time the advice was given and add to it and interpret it for himself (235, pp. 186-187).

This whole relationship was briefly summarized when she stated that "in the most successful units the counselor and counselee worked together as a team and both were free to express themselves as to ways to solve the counselee's problems, anything which disturbed this feeling of mutuality was a deterrent to a successful relationship" (235, p. 220).

One other interesting point is indicated in Table 7—the relationship of counselor domination of the interview to client apathy. The rating scale for working relationship contained two degrees of positive working together (4 and 5) and two degrees of active resistance (1 and 2), apathy, as the absence of either resistance or positive working together, was placed in the middle (3). It will be noted in Table 7 that two thirds of the 67 units of high counselor responsibility (rating of 1) resulted in apathy (working relationship 3). Furthermore, two thirds of all units

rated as apathetic occurred when the counselor was taking a great deal of responsibility. Typically, then, counselor domination of the interview leads to apathy, and this outcome tends to occur primarily when there is such counselor domination.

While apathy was given a mid-point status in this study, these data indicate that it may be a different and more serious type of resistance than arguing back. That is, the apathetic client refuses even to bother with considering the counselor's ideas. He behaves something like the busy parent who grunts an occasional "mmhm" to the incessant prattling of his children. Apathy should, therefore, be considered an important sign of resistance in counseling.

Summary Measures of Outcome and Responsibility Division as a Technique

We have now reached a point where we can indicate which measures of immediate behavior in the conference may be used as criteria of effectiveness in the interview. We can also indicate what effect the technique of dividing responsibility between client and counselor has on these outcomes of counseling.

The measures of outcome which can most effectively be used in research studies are (1) frequency of stating insights and making plans, and (2) working relationship, with its subordinate measure, instances of resistance. Some care must be had, however, in using both of these criteria. That is, clients vary in their tendency to verbalize their insights, and some clients state plans with no intention of following them through. Furthermore, it was found that all instances of immediate resistance are not necessarily bad. But, in general, the overall rating of these variables can be quite useful in measuring the effectiveness of particular counseling techniques.

It was found further that clients who are benefiting from a conference tend to take more responsibility and to talk more, but these two attributes are also grossly affected by the type of counseling technique being used. When a derived score is computed for these variables, so that the effect of counselor technique is held constant, responsibility-taking proves to be a worthwhile

criterion of outcome, but talk ratio is of little value and only in adjustment-problem units

The frequency, intensity, and nature of feelings expressed by the client during an interview are little related to other outcomes and then only in emotional-adjustment problem units Furthermore, this tended to be the least reliable of the criterion measures studied Since expression of feeling is an important aspect of therapy work, however, further methodological research is much needed in this area Further research is also needed in the relationship of all of these immediate criteria to the delayed outcomes described in Chapter I

Turning now to division of responsibility as a *technique*, it was found that the counselor is able, through his selection of different counseling techniques, to vary the proportion of responsibility carried by himself and by the client In general, the most effective working relationship resulted when the client felt that the division of responsibility produced a team atmosphere in which he could be active Difficulty tended to occur both when the counselor dominated the interview and when he refused to accept his necessary role in the conference Although both good and bad units were found for each rating of responsibility, the nature of the unit was an important factor determining what was the best proportioning Later chapters will delve deeper into this problem, e g , differences in counselor responsibility in listening, in therapy work, and in skill coaching There was some indication, however, that counselors often tend to give the client less responsibility than they should in conducting the interview.

CHAPTER VI

THE EFFECTIVENESS OF COUNSELING TECHNIQUES

THIS chapter, which continues the discussion of effectiveness of different counseling techniques, is divided into five parts. (A) effectiveness of different techniques of leading, (B) factors in the optimum use of counseling techniques, (C) supplementary techniques used to overcome resistance, (D) techniques in special counseling situations, and (E) typical errors made by beginning counselors

A. EFFECTIVENESS OF TECHNIQUES OF LEADING

It was shown in Chapter IV that the counselor may respond to what the client has been saying by leading little or much, e g , he may vary from "silence" to "urging" or even to "rejection " Two types of studies have been made of the effectiveness of these different techniques of leading In the first, the nature of the client's immediate response to individual counselor remarks has been analyzed In the second, the relationship of the primary or dominant counseling method to the overall effectiveness of a discussion unit has been studied

Immediate Effect of Counselor Remarks

Snyder has studied the immediate effect of counselor remarks on what the client says in therapy interviews (240) His study is based on forty-eight therapy interviews carried on by six experienced counselors who consistently used a nondirective method of

counseling[1] It is unfortunate for our purpose that this study is limited to one type of topic treated in one particular manner But this trail-blazing study makes many suggestive contributions and paves the way for later studies

Because the remarks an individual makes between the preceding and following speech by the other person often contain one or more ideas, each expressed idea was considered a unit in this study Furthermore, it was assumed that every idea expressed in a client speech represented a response to each of the ideas expressed in the preceding counselor speech This approach, of course, presents some difficulties A particular idea in the client's speech may be in response to one part but not to other parts of the preceding counselor speech, but this system classifies it as an outcome of all of the preceding counselor ideas Furthermore, no attempt was made to study the effect of different combinations of counselor ideas on immediate client response, only the contiguity of client ideas to single counselor statements was studied.

The results for Snyder's six counselors are summarized in Table 8 A few of his infrequently used and similar categories have been lumped together for convenience and a few retitled to fit the terminology we have been using. His basic analysis has not been altered, however, and his symbol for each technique is given in parentheses The counselor techniques are grouped according to degree of leading as developed in Chapter IV or under "special situations" The first two columns of figures in the table show the frequency of each type of counselor lead and how many client ideas were expressed immediately following It is evident that a counselor idea was usually followed by more than one client idea. The nature and distribution of these following client ideas are indicated by the other columns in the table, these data are expressed as percents

1 CONTENT OF IMMEDIATE CLIENT RESPONSE. The first overall impression obtained from this table is that certain types of client responses occur more frequently than others more or less irrespective of the counselor's techniques Thus the bottom row of

[1] The nature of this particular psychotherapeutic method is described in Chapter VIII

TABLE 8 Distribution of Immediate Client Responses to Different Types of Counselor Remarks (Adapted from 240)

Counselor Responses Type	No	No	Client Responses[2] Percents YSP	YAI	YAQ	YAC	YRS	YUI	YDP	YEC	YFD	YNR	YUN
First group least lead													
Acceptance (XSA)	1,005	2,303	34	2	1	16	1	30	4	1	1	8	2
Restatement (XRC)	122	308	33	3	0	26	3	21	3	2	0	7	2
Clarification (XCF)	1,150	3,023	35	3	0	26	2	24	3	0	0	5	2
Second group													
Approval (XAE)	172	399	25	4	0	16	1	35	8	2	1	7	1
General leads (XFT, XND)	105	239	52	4	3	4	6	20	2	0	0	6	3
Third group													
Interpretation (XIT)	294	805	35	3	0	22	5	24	4	0	0	6	1
Urging (XCA XPS)	76	156	16	8	2	22	5	33	5	0	0	8	1
Fourth group Most lead													
Rejection (XDC)	33	68	19	12	1	12	24	19	1	0	0	9	3
Special situations													
Structuring (XCS)	130	230	23	18	1	17	7	14	2	3	1	8	6
Questions (XDQ)	207	427	29	5	21	4	7	18	3	0	0	9	4
Ans ques inf (XIX)	62	119	29	13	0	12	5	21	2	4	2	10	2
End interview (XEC, XES)	155	204	13	5	2	8	0	12	3	52	1	4	0
Friendly disc (XFD)	41	68	21	0	1	1	0	24	7	3	34	6	3
Unclassifiable (XUN)	84	155	26	8	0	5	1	19	1	3	1	21	15
Total	3 636	8,504	32 7	3 8	1 5	19 0	2 8	25 3	3 3	2 0	0 5	6 9	2 2

[2] Meaning of Snyder's client-response symbols

YSP — any statement of the problem
YAI — asking for advice or information
YAQ — answer to questions
YAC — acceptance of clarification of feeling
YRS — rejection of clarification
YUI — *understanding or insight*
YDP — discussion of plans
YEC — ending of the contact or whole interview eries
YFD — free discussion
YNR — not related to problem
YUN — unclassifiable

percents shows that the average client most frequently describes his problem (YSP), expresses understanding or insight (YUI), or accepts the clarification of his feelings (YAC) A second impression is obtained from the other rows of percents, they show that each type of counselor remark elicits just about every type of immediate client response It is evident that the nature of a counselor's expressed ideas is but one of many complex factors determining what a client says next

A further analysis of the table, however, shows that certain trends do exist among the client responses to particular counselor remarks In fact, an application of the chi-square test shows that the distribution of client responses following each type of counselor remark deviates from the expected distribution (bottom line of Table 8) far beyond the 1 percent level of significance[3] The coefficient of contingency (interpreted like a correlation coefficient) for this table is 654, although it should be noted that 79 percent of the chi-square which enters into computing this coefficient is derived from only three of the 154 cells in the table

One way to designate these trends is to list the largest cell-square contingencies obtained in working out the chi-square test of significance That is, each cell value was obtained by the following formula.

$$\frac{(\text{observed frequency} - \text{theoretical frequency})^2}{\text{theoretical frequency}}$$

Therefore, the larger the cell value, the more that particular combination of counselor technique and client response tended to occur more than chance or less than chance The eleven greatest differences are listed on the following page, an asterisk means that the particular client response occurred *less* often in conjunction with this technique than chance expectancy

The most obvious point in this list is the marked tendency of any special situation, e g , ending interview, small talk, questioning, structuring speeches, and unclassifiable responses, to cause

[3] A L Edwards, *Statistical Analysis,* Rinehart & Company, 1946, Ch. 12, pp 122-123

Counselor Technique	*Client Response*	*Formula Values*
Ending interview (XEC)	Ending interview (YEC)	2434 1
Friendly discussion (XFD)	Friendly discussion (YFD)	1515 6
Questions (XDQ)	Answer to questions (YAQ)	1066 1
Structuring (XCS)	Ask for advice or information (YAI)	126 9
Unclassifiable (XUN)	Unclassifiable (YUN)	124 8
Rejection (XDC)	Rejection (YRS)	83 0
Clarification (XCF)	Acceptance of clar (YAC)	77 6
Questions (XDQ)	Acceptance of clar. (YAC)	*53 8
Clarification (XCF)	Ending of interview (YEC)	*50 4
Clarification (XCF)	Answer to question (YAQ)	*43 0
Approval (XAE)	Discussion of plans (YDP)	40 7

client responses which differed from those normally made in the regular course of the interview (207) The responses made in these special situations, however, are the ones that might well be expected Because these situations tend to differ from the usual body of the interview, they will be discussed more fully in a later section

The differences toward the bottom of the list deal with counselor and client responses in the usual body of the interview, but these differences are not as pronounced as those above It will be noted that "rejection" tends to result in "rejection," while "approval" tends to result in "discussion of plans" "Clarification of feeling" tends to result in "acceptance" statements and *not* to result in the special responses of "ending of interview" and "answering questions" This last finding probably means that counselors who use "clarification" remarks usually do not also ask questions or try to close the interview in the same speech. The tendency for "questions" *not* to result in "acceptance of clarification of feeling" occurs because this latter category was specifically set up to handle client responses to counselor clarifications of previous clients' statements. An "mmhm" statement which answered a question was classified as YAQ

Some additional trends may be noted in Table 8 by comparing obtained percents with the average percents at the bottom of each column These trends do not deviate as much from chance as those already listed, but attention should be called to them. Ac-

ceptance remarks tend to lead to statements of insight (YUI), but structuring statements tend to reduce this type of response General leads bring about statements of the problem (YSP), but by their nature do not bring about acceptance of clarifications made by the counselor (YAC). Approval leads to statements of insight (YUI) Answering questions or giving information causes the client to ask for further advice or information (YAI) And finally, urging has a very slight tendency to lead to statements of insight and plans (YUI), but tends to prevent the occurrence of further statements of the client's problem (YSP)

2 FEELING EXPRESSED IN IMMEDIATE RESPONSE Because release of feeling is an important aspect of therapy, many therapists assume that the more frequently client statements exhibit feeling reactions, the more effective the therapy is So Snyder studied the incidence of expressions of feeling about the self, the counselors, others, and various situations The relative frequency with which all types of feeling reaction followed each type of counselor remark is summarized below.

Technique	*% with Feeling*
First group least leading	
Acceptance (XSA)	69 1
Restatement (XRC)	59 6
Clarification (XCF)	65 7
Second group	
Approval (XAE)	68 9
General leads (XFT, XND)	75 0
Third group	
Interpretation (XIT)	63 2
Urging (XCA, XPS)	55 8
Fourth group most leading	
Rejection (XDC)	58 8
Special situations	
Structuring (XCS)	50 9
Questions (XDQ)	55 0
Ans Ques, give inf (XIX)	54 6
End interview (XFC, XES)	28 8
Friendly disc. (XFD)	48.5
Unclassifiable (XUN)	54 8
Total	64 0

The techniques which are most effective in obtaining expression of feeling are general leads, acceptance, approval, clarification, and interpretation While these particular techniques obviously should not be overemphasized in a conference, they do tend to be particularly effective in those moments when release of feeling is beginning to take place It is difficult to determine exactly the effect that degree of leading has on obtaining expression of feeling because all of the categories of leading developed in Chapter IV were not included in Snyder's study The fact, however, that the second group, i e , general leads and approval, tends to score highest suggests that a small degree of leading may be most effective It will be noted that all of the least-effective techniques occur in special situations Since these situations do not represent the core of a therapy interview, they would not be expected to produce much display of feeling.

3 THE IMMEDIATE EFFECT OF SILENCE WHEN USED AS A COUNSELOR TECHNIQUE Analysis of the immediate effect of counselor statements is obviously quite complex, intensive studies of particular types of counselor remarks are needed The results from one such study are available and are presented here, i e , the use of silence as a counseling technique (272) Sixty-one how-to-study interviews of twenty-two counselors were analyzed for instances in which noticeable silence occurred The findings concerning client-initiated pauses have already been reviewed briefly in footnote 3 in Chapter V The distribution and immediate effects of the 369 counselor-initiated pauses are shown in Table 9

Thirty percent of the counselor pauses were deliberately used to get the client to continue talking More often than not (55 to 49) the client did carry on by adding new information, clarifying, developing plans, or formulating a statement of his problem, all of these are worth-while outcomes In only two instances did this deliberate use of a pause by the counselor cause resistance in the client

The counselor must be careful in the use of this technique, however, for when overused or used out of context it may cause quite marked resistance Clients don't usually realize when silence is being used as a technique, they take the pause with its accom-

panying behavior as a nonvocal way of indicating acceptance If an attitude of "I'll be silent until you decide what to do" is adopted, the client feels rejected and so resists as is indicated in the following interview excerpt Note that after C-2 the client decides he can be as silent as the counselor, and when the

TABLE 9 Distribution of Types of Counselor-Initiated Pauses and Their Immediate Effects on the Interview (from 272)

	Deliberate	Organizational	Natural Termination
Frequency of Pauses	109	196	64
Resp taken on by client	55	0	20
Resp taken on by counselor	49	195	40
Resp unclassifiable	5	1	4
Other effects—total	152	192	106
Cue missed	40	0	0
Clarification	39	115	29
"Fill in"	11	5	6
Information by counselor	8	41	12
Information by client	31	0	10
Develops problem statement	9	10	4
Develops plan statement	10	10	1
Resistance follows	2	0	6
Subject change occurs	2	2	10
Summarization	0	9	0

counselor has to pick up the conference in C-3, the client shows resistance by questioning right back and by telling the counselor that he has said it before

C-1 So you feel that there really are some things in engineering that you would have difficulty in getting, but it still isn't very pleasant to be told by the dean that you can't go on in engineering

S-1 That's right (*Laughs*)

C-2 Yes, I see It naturally would be (*150-second pause*)

S 2 (*Two minute-and-thirty-second-pause*)

C-3 Well, where does that leave you as to what you want to do?

S 3 Ummm, what do you mean there?

C-4 Well, in connection with your work or any difficulties you may have the course or

S-4 Well, as I said before, they just almost *taught* me to take commerce

The most frequent type of counselor pause occurred when he stopped to organize his own thinking (53 percent of the instances) The clients seemed quite sensitive to this type of pause and let the counselor continue on The counselor in turn further clarified what he was talking about or added further information The least-frequent type of counselor pause occurred at the end of discussing some phase of an interview (17 percent of the instances) In these instances the counselor usually had to reassume the burden of conversation

Further intensive studies of the immediate effect of specific counseling techniques are needed On the other hand, immediate client response is not always indicative of the total effect that a counselor remark may have And studies are needed on the general effectiveness of different patterns and sequences of counselor approach The next section deals with the effect of patterns of techniques on outcomes in larger units of the interview

Effectiveness of Different Patterns of Counselor Response Within Discussion Units

Sherman has studied the effect of different patterns of counselor techniques within discussion units on the outcomes of working relationship and gains in insight (235) Her general method of obtaining data has already been described in Chapter V, the topic and the primary counseling technique were determined for each discussion unit and then the gains in insight and working relationship were rated for these units Sherman analyzed 179 discussion units in fifty-one interviews by twenty counselors who were working in a how-to-study program Since then, additional interviews have been analyzed, so the data summarized in Tables 10, 11, and 12 are based upon 353 units in seventy-eight interviews It should be noted that, while Snyder's study was limited to therapy units and one particular method of counseling, this study covers a wide range of topics and techniques

1 DISTRIBUTION OF TECHNIQUES WITHIN INTERVIEWS AND DISCUSSION UNITS Before presenting data on the effectiveness of different general approaches within discussion units, it seems worth while to indicate something as to the distribution of tech-

niques within interviews and within discussion units Table 10 shows how the 5230 remarks which counselors made in 358 discussion units in seventy-eight interviews are distributed The last column shows the frequency with which a particular technique tended to dominate the discussion of a whole topic There is, of course, some correlation between the frequencies in the two columns, but it should be noted that some techniques, e g, acceptance remarks, occur frequently but do not dominate many units. Since techniques toward the middle range of leading tend to be used most often and tend to dominate practically all of the discussion units, it is most important to study these techniques

TABLE 10 The Frequency with Which Techniques of Leading Occur in and Dominate Discussion Units in Seventy-Eight Interviews

Technique of Leading	Single Co Remarks	Primary Co Technique
Silence	138	0
Acceptance	485	4
Restatement	120	0
Clarification	760	71
Summary clarification	43	0
Approval	123	0
Tentative analysis and general leads	936	66
Interpretation	1882	157
Urging	680	59
Depth interpretation	8	1
Rejection and assurance	55	0
	5230	358

Therefore, later analyses will be made of the 353 discussion units dominated by the techniques of clarification, tentative analysis, interpretation, and urging

The distribution of techniques within a discussion unit also tends to cover quite a wide range. The primary or most frequent technique tends more often to obtain a plurality than a majority. Thus Sherman found that the percentage occurrence of the primary technique in a discussion unit varied from 15 percent to 80 percent, but the average was 41 percent (235). In studying the patterning of the other techniques, she also found that

the next most frequent techniques tended to be those just next to the primary technique in degree of leading. For instance, in a tentative analysis unit, the next most frequent techniques were usually clarification and interpretation remarks. All of the units, however, did not show such peaked or bell-shaped curves; in some cases the counselors showed preferences for widely divergent techniques in the same units, e.g., acceptance and interpretation. In a later study, when Carnes reduced degree of leading to a numerical scale (50-point range), he found that over half of the discussion units carried on by eight experienced counselors had standard deviations which were over 10.0 (46). It is, therefore, characteristic of experienced counselors to use a wide range of leading techniques in counseling even though the interview situation results in primary emphasis being placed on one or another technique.

2. Relationship of Primary Technique to Unit Outcome. What relationship does the dominant technique in a discussion unit have to its outcomes? Tables 11 and 12 show the relationship of different primary techniques to the outcomes of working relationship and insight in two types of units, i.e., study-skill and adjustment problems. In these tables the primary techniques are listed in order of increasing amount of lead: clarification, tentative analysis, interpretation, and urging.

Table 11 shows that, irrespective of topic of the unit, the highest average working relationship was obtained in units where tentative analysis was the primary technique and the poorest results were obtained in units where urging was the primary technique. But it is also evident that a primary technique can have just about every degree of effect. Part of this range is due to the unreliability of rating scales, but in great part this range shows that at times each technique was a highly effective way of handling a particular unit or, in the case of poor outcomes, that the particular technique was the wrong one to use or that, with the interview conditions as they were, no particular technique could have worked.

Careful rereading of the low units brought out one characteristic point: in these low units, the client felt, in general, that the

counselor was not cooperating with him in a teamlike manner but was either insisting that the client take complete responsibility or was himself completely dominating the course of the interview. It should also be noted that urging dangerously often (41 percent and 39 percent) resulted in an apathetic response (work-

TABLE 11. The Relationship Between Primary Counselor Technique and Working Relationship in Study-Skill Units and in Adjustment-Problem Units

A. *Study-Skill Units*

	Working Relationship						
	1	2	3	4	5	N	Av.
	%	%	%	%	%		
Clarification	0	21	4	62	13	24	3.67
Tentative analysis	0	0	18	50	32	22	4.14
Interpretation	0	6	21	51	21	65	3.88
Urging	0	8	41	35	16	37	3.59

B. *Adjustment-Problem Units*

	Working Relationship						
	1	2	3	4	5	N	Av.
	%	%	%	%	%		
Clarification	0	17	9	63	11	46	3.67
Tentative analysis	2	7	9	45	37	44	4.07
Interpretation	3	14	18	43	22	92	3.66
Urging	4	22	39	22	13	23	3.17

ing relationship rating of 3). It will be recalled that these findings are similar to those obtained in the study of division of responsibility.

Table 12 shows the relationship between primary technique and the outcome of insight in study-skill units and in adjustment-problem units. Where other tables have shown a consistent trend in one direction or a trend that reached a peak at one point and then dropped off, it will be noted that the section on study-skill units in this table has two high points, i.e., clarification and interpretation. An attempt was made through careful analysis of the individual units to find an explanation for this dichotomous distribution. For instance, was difference in the

type of counseling system being used an explanation? Or were different counselors being studied under each primary technique? Or were these pretty much chance differences? Using the data available, no particular explanation of this dichotomous distribution stood out, probably all of the ideas suggested had their part as well as other ideas not explored

TABLE 12 The Relationship Between Primary Counselor Technique and Insight in Study-Skill Units and in Adjustment-Problem Units

A *Study-Skill Units*

	Insight						
	1	2	3	4	5	N	Av Insight
	%	%	%	%	%		
Clarification	12	33	30	25	0	24	2 67
Tentative analysis	23	45	23	9	0	22	2 18
Interpretation	14	28	32	26	0	65	2 71
Urging	30	43	22	5	0	37	2.03

B *Adjustment-Problem Units*

	1	2	3	4	5	N	Av Insight
	%	%	%	%	%		
Clarification	2	57	26	13	2	46	2 56
Tentative analysis	23	34	32	9	2	44	2 34
Interpretation	21	35	29	14	1	92	2 40
Urging	66	17	13	4	0	23	1 56

This dichotomy practically disappears when the insight ratings for the adjustment-problem units are analyzed Clarification tends to be the most effective, with interpretation and tentative analysis close behind, urging units, in general, obtained the poorest insight ratings With the possible exception of urging, each technique had both effective and ineffective units When these units were reread, it was found that the primary technique used in the effective units was very often the best possible one, while in the poor units the wrong technique for that particular situation was very often being used

3. EFFECT OF PRIMARY TECHNIQUE ON TALK RATIO AND RESPONSIBILITY-TAKING Two studies used in discussing the *technique* of responsibility-assigning are also useful in determining the effect of primary technique on increasing the amount of responsibility the client assumes in carrying on the interview conversation In the first study, Carnes analyzed the effect of primary counselor technique on the proportion of the conversation carried by the client (47) The results both for study-skill units and adjustment-problem units are presented in Table 13 It will be seen that the technique of tentative analysis is most effective in getting the client to talk in study-skill units, while clarification is the most effective technique in this respect in adjustment-problem units Urging is again consistently the poorest technique

TABLE 13 The Average Talk Ratios Obtained in Study-Skill and Adjustment-Problem Units When Different Primary Counselor Techniques Are Used (47)

Technique	Study Skill Units	Talk Ratios Adjustment-Problem Units	All Units
Clarification	40	58	51
Tentative analysis	51	52	52
Interpretation	36	40	39
Urging	25	23	24

The second study shows that a counselor can force a client to take responsibility in the interview or keep it away from him through his selection of techniques (73). The actual effect of each primary technique is shown in Table 5 on page 112 This table shows that when urging is the primary technique, the client does little to direct the course of the interview On the other hand, tentative analysis and clarification are highly effective in throwing responsibility on the client in study-skill and adjustment-problem units It should be kept in mind, however, that these results primarily represent counselor-forced behavior rather than behavior undertaken because of the client's own growth If a counselor likes to have his client talk or take responsibility, then clarification and tentative analysis are the most effective of the techniques studied. However, if a client should ever feel that

too much responsibility was being forced upon him, he might become resistive and so talk less and take less responsibility than the average.

4 THE EFFECT OF PATTERNS OF TECHNIQUES The above studies have analyzed the relationship of primary technique to the outcomes in discussion units Does the patterning of other techniques in the unit have any relationship to outcome? It will be recalled that Sherman found that the next most frequently used technique tended to be just next to the primary technique in degree of leading (235). She carefully analyzed these units to find out if the degree to which this second technique led was at all related to the outcomes obtained, but found no relationship

Summary

The complex results obtained in the studies of the relationship of primary techniques to outcome are difficult to summarize Each technique has good and bad units, some outcomes are more important than others, and some of the differences between techniques are quite small These limitations, therefore, should be kept in mind in reading the following tabular summary, it

Outcome	Primary Technique			
	Clar	T A	Interp	Urging
Study-Skill Units				
Working relationship	3	1	2	4
Insight	2	3	1	4
Responsibility-taking	2	1	3	4
Adjustment-Problem Units				
Working relationship	2	1	3	4
Insight	1	3	2	4
Responsibility-taking	1	2	3	4
Talk ratio	1	2	3	4
Feeling expressed[4]	2	1	3	4

[4] The rank order for "feeling" is based on Snyder's data for different types of single counselor remarks in therapy interviews His categories were not as finely differentiated as in the later studies, e g, tentative analysis was not included, so only an approximate rank order can be given It will be recalled that the "group two" techniques of leading were the most effective in obtaining expressions of feeling

shows the rank order of each technique in obtaining each type of outcome for the study-skill units and for the adjustment problem units Any criterion that was found completely unrelated to effectiveness in a particular type of unit has been omitted in summarizing the findings for that type of unit.

Probably the most clean-cut finding in this tabulation is the poor result usually obtained when urging is the primary technique, i e, it is the poorest of the four primary techniques in obtaining every type of outcome in both types of units This does not mean that an occasional use of urging may not obtain good results (see Table 8), rather it means that when urging is used so frequently as to dominate a discussion unit, poor outcomes are to be expected This corroborates Anderson's assumption that because dominance or aggression by a leader tends to result in resistance and aggression by members of the group, this effect should also tend to occur in a counseling situation (6)

When the two types of problem situations are compared, some variation in the average effectiveness of each primary technique can be seen Thus a slightly greater degree of leading tends more often to get optimum results in study-skill problems than in adjustment problems This means that type of problem must be considered in determining what counseling techniques are optimum for a particular situation Chapters VII through X will elaborate on some of the reasons for this and on the means of adjusting to these differences

The third point that is evident in this tabulation and in the previous tables is the wide variability in outcome obtained by each of the primary techniques except urging Each of these techniques has a first rank in obtaining at least one type of outcome in one type of problem situation But more important, Tables 11 and 12 as well as other data show that each of these primary techniques results in both good and bad units, careful reading of these units showed that in a particular situation one primary technique was clearly optimum whereas in another situation it might be another technique that was optimum Therefore, an analysis must be made of the factors operating in each situation before the optimal technique can be determined.

It would be dangerous to use the average rank order of these techniques as a basis for suggesting which technique is best Such a statement would disregard the variability in outcome that is to be expected, it might result in many counselors using this one technique in quite inappropriate situations, and such rigidity in approach might be offensive to the client Counseling techniques are effective only in light of the total dynamics of the interview situation, so attention must constantly be kept on an appreciation of these factors

B FACTORS IN THE OPTIMUM USE OF COUNSELING TECHNIQUES

A great many factors which determine the effectiveness of counseling techniques have already been discussed Early chapters discussed the importance of client motivation and insight, the dynamics of adjustment, the stage of topic development, the characteristics of the counselor, and the characteristics of the interview situation The material in this chapter has also shown that skill and adjustment problems tend to require different interview patterns and that the overuse of techniques at either extreme of leading may cause trouble. Thus the use of urging as a primary technique tends to cause poor outcomes Overuse of acceptance remarks at the other end of the scale occurs less often, but when it does it usually results in poor outcomes also, the excerpt quoted on pages 81-82 illustrates this

Otherwise the material in this chapter has indicated that particular techniques obtain quite variable results Further investigation is needed of characteristics in interviewing which determine optimum counseling practice For instance, is the emphasis on any one technique good or bad? To what degree is flexibility in the use of techniques important? What supplementary methods can be used to make certain counseling techniques more effective? What about the dynamics in special situations? And so on. Before turning to these topics, however, it needs to be demonstrated that independent judges can agree upon what is optimum in a particular counseling situation.

The Determination of Optimum Counseling Methods

In this study seventy-eight discussion units representing study-skill and adjustment problems were selected (173) Optimum degree of leading was defined for the judges as the degree of leading which would bring about the most favorable outcomes in terms of the ultimate goals of counseling It was suggested that in estimating the optimum degree of leading for a particular situation that the judge take into account (1) the readiness of the client to receive help, (2) the nature of the topic, and (3) the validity of ideas which could be presented on the issue at hand In carrying out his rating, each judge read a client speech while the material which followed was covered up, he then judged what degree of leading was optimum and marked it on a 50-point scale This procedure was repeated for each succeeding client speech in that discussion unit and the mean of these ratings was computed. When these means for the different judges were correlated, a reliability coefficient of 695 was obtained. It is evident then that judges independently reading interview transcripts tend to agree upon what is an optimum degree of leading in a discussion unit

What effect does deviation from such optimum leading have on the outcomes of a discussion unit? Theoretically, if a counselor tends to use responses near the rated optimum for that situation, he should get better results than if he deviates from the rated optimum either by leading more or by leading less This hypothesis can be investigated by computing the difference between the actual amount of lead and the rated optimum lead, and then correlating this with the rated outcomes of the unit. In this part of the study, the independent ratings of the three judges were pooled for each variable and the mean used as the score because of its greater reliability Also the time of rating actual amount of lead and outcomes was separated from the time of rating optimum lead by an interval of several weeks in order to eliminate any halo effect.

Nelson's results corroborate the above hypothesis She found

that plus and minus deviations from optimum lead show a marked curvilinear relationship with a pooled measure of outcomes (working relationship, growth, and client assumption of responsibility during the interview), i e., corrected correlation ratios of 76 for study-skill units and 70 for adjustment-problem units She concludes "that as the deviations on either side of optimum becomes less, outcomes improve the data indicate that it is as bad for a counselor to lead too little as it is for him to lead too much "

Flexibility and Consistency in Counseling

The finding that a certain degree of leading is optimum in a given situation and that deviation from it results in poorer outcomes means that the counselor must be sensitive to the many factors which determine amount of lead and adjust his techniques accordingly The counselor must be highly flexible in his use of techniques On the other hand, some workers in the field of counseling have tried to find a simpler basis for guiding their counseling efforts. They have suggested that the heart of the counseling process is the counselor's attitude toward the client, with such an attitude suitable techniques naturally follow Counselor attitudes are an important aspect of counseling, and such a viewpoint helps indicate that counseling techniques should have a purpose behind them rather than be used in a routine and wooden manner However, it so happens that the people suggesting the importance of counselor attitudes are all interested in a limited approach to one type of problem, i e, nondirective therapy (21, 216, 290, pp 129-135)

As a result of these two trends in research and theory an apparent contradiction in approach to counseling occurs That is, both as a result of the manner in which the nondirective viewpoint has been described and also as a result of the manner in which some people overgeneralize in reading, the need for a constant nondirective or accepting attitude toward the client has been interpreted by some writers to mean the use of a limited range of techniques and by many neophytes also to mean a complete lack of leading in counseling Thus a recent analysis of the

techniques used by nondirective therapists now as compared to several years ago shows that the use of clarification remarks has jumped from 32 to 63 percent of all remarks (232). Many neophytes in nondirective therapy not only use a limited range of techniques but also take the precept of nondirectiveness so much to heart that they scarcely lead at all, e g , the writer recently tabulated the techniques used by three such beginners and found that 56 percent of their remarks consisted of "mmhm" (the least leading remark next to silence), whereas experienced nondirective therapists use this remark only from 7 to 11 percent of the time and generally lead more than this (232, 243)

Does emphasis on the importance of consistency in counselor attitude mean that a narrow, inflexible range of counseling techniques must be used? Or can both viewpoints be accepted and used effectively by a counselor? Is flexible use of many counselor techniques related to counseling effectiveness? What is characteristic of experienced counselors who vary markedly in counseling viewpoint? Carnes attempted to answer these questions through a detailed analysis of the techniques used in thirty-two interviews by eight experienced counselors who differed widely in viewpoint (46)

He assumed that a counselor who was flexible in his use of techniques would use a wider range of techniques of leading during a discussion unit than one who was less flexible, so he constructed a 50-point scale for rating degree of leading used in each remark and accepted the standard deviation of the distribution of these ratings for a discussion unit as one measure of variability or flexibility in use of techniques He further assumed that a flexible counselor might be more apt to differ in the mean degree of leading used as he progressed from topic to topic, and that such a counselor might also be more apt to vary the division of responsibility between himself and the client as they progressed from topic to topic These three measures then were used in his study S D of lead in discussion units, and changes between units in mean lead and in responsibility division Three judges rated the thirty-two interviews independently, but their results were pooled in computing these measures of flexibility.

Table 14 presents the findings for these eight counselors The counselors are identified and the median lead value each used in his eleven to eighteen discussion units are shown in columns (1) and (2), it will be seen that the counselors are arranged in order from the one who leads the least on the average to the one who leads the most on the average Although these counselors differ widely in viewpoint and the differences in mean lead are statis-

TABLE 14 Characteristics of Flexibility Shown by Eight Counselors Who Differ Widely in Counseling Viewpoint (46)

(1) Counselor	(2) Typical Mean-Lead Value	Measures of Flexibility (3) Typical S D Value	(4) Range in Mean Lead	(5) Range in Responsibility Ratings
F33	17 9	10 7	20	31
E11	19 0	11 0	11	27
F11	21 5	9 8	17	34
F55	22 5	10 0	14	19
E55	24 0	9 4	14	12
E44	24 5	9 5	16	36
E33	27 5	11 9	22	27
E22	28 5	12 0	15	13
All eight counselors	23 0	10 4	27	43

tically significant, the measures of flexibility to the right show that all of these counselors are highly flexible Thus column (3) shows that the discussion units for each counselor typically had standard deviation values around 10 or better, as a matter of fact only 4 out of the entire 116 discussion units had standard deviations of less than 7 0 Because the flatness of these distributions of remarks tends to increase the size of the standard deviation, another way to show this type of flexibility is to point out that 72 percent of the discussion topics contained techniques of leading which covered two thirds or more of the total scale of leading

Columns (4) and (5) provide data on the other two measures of flexibility Out of the 116 discussion topics used in this study there was a range of 27 points between the unit with the lowest mean-lead score and the unit with the highest mean-lead score;

yet column (4) shows that individual counselors had discussion units which covered a range of from 11 to 22 points. That is, the average counselor in changing from topic to topic with his single client showed variations in mean leading which covered 58 percent of the range found between the most extreme units in the entire study. Each counselor also shows similar variability in assigning responsibility as he moves from topic to topic with his client, i.e., column (5). Among the 116 units there was a range of 43 points between the unit in which the counselor took the most responsibility and the unit in which another took the least responsibility, yet column (5) shows that individual counselors varied their responsibility assignment from 12 to 36 points as they moved from unit to unit with the same client. Again it is found that the median counselor uses 63 percent of the range found between the most extreme units in the entire study. In brief, experienced counselors tend to be quite flexible in their use of counseling techniques as defined by these three measures.

While Carnes' sampling of avowed nondirective counselors was too small to permit any detailed comparisons, they are as variable in their use of techniques as are the eclectic and more directive counselors. That is, their mean degree of leading is significantly less than that of the other counselors (colum 2), but their variation about this mean is as great as the others (columns 3, 4, and 5). Thus maintaining a particular attitude toward a client does not necessarily mean that a narrow range of techniques of leading has to be used.

When Carnes made an extensive analysis of the relationship of these three measures of flexibility to outcomes in the discussion units and in the overall series of interviews, he found that flexibility *within the range found in these eight counselors* was unrelated to interview outcome. He notes, however, that since his least flexible counselor had a median standard deviation of 9.4 in his discussion units, e.g., is really quite flexible, he has merely shown that beyond a certain level increase in these measures of flexibility is unrelated to outcomes in the interview. He does not have data on the effect of using extremely limited ranges of techniques.

Further research is needed on this point, however, since the nondirectivists have recently pointed out that as a result of trying to emphasize one particular attitude in counseling they have tried to use a more and more restricted range of techniques in counseling (232). That is, while the research of Carnes and others shows that nondirective therapists in the beginning actually used a wide range of techniques while maintaining their particular viewpoint, they have more recently deliberately limited the range of their techniques. This decrease in variability can be shown by assigning Carnes' scale values to the categories listed in Seeman's and Snyder's tables and then computing standard deviations. For this comparison Snyder in 1943 reported data on six nondirective counselors (240) and in 1948 reported data on five more counselors (243), Seeman in 1949 provided data on ten other counselors (232). The standard deviation values for these three groups are 11.5, 8.7, and 4.7, respectively. Thus the variability of their techniques has decreased within recent years, but data is not available as to whether this has resulted in any change in effectiveness in counseling. Does this decrease in variability actually make the counselor's attitude more evident? Or is it simply a mistaken logical extension of a worth-while principle, but which in this case has no effect or possibly has an injurious effect because the limited range seems to the client stilted and artificial? Research is needed on this point. A further analysis of the effect of the controversy between nondirective and traditional therapies on the type of counseling techniques used will be made in Chapter VIII.

C. SUPPLEMENTARY TECHNIQUES AND RESISTANCE

An analysis of interviews quickly indicates that counselors use certain supplementary techniques when they feel that the client is showing, or probably will show, some resistance. This usually occurs when a counselor approaches some particularly touchy personal problem or when he is afraid that his interpreting or urging will arouse resistance. The point is well dramatized in the book, *The Virginian,* where the cowboy admonishes, "Smile when you say that!"

What different supplementary techniques are there? How frequently are they used and how effective are they in reducing resistance? Davis studied their incidence in sixty-eight interviews carried on by twenty-two counselors (66). Units were selected so that approximately twenty-five good units and twenty-five poor units were obtained for each of the following topics: study skills, scholastic questions, vocational problems, and therapy. Reading each interview carefully, he found 1831 instances of techniques used to overcome resistance. These primarily consisted of (in decreasing order of frequency) use of question form, counselor refers to own experience, approval, assurance, nonpersonal illustration or anecdote, and humor.

An analysis of the relationship of these devices to counselor technique, topic of the unit, and to effectiveness of the unit brought out some interesting points. Whether individual remarks or complete units were studied, the point stood out that these supplementary techniques were used most often when the counselor led, e.g., when interpreting or urging. In fact, these supplementary techniques occurred two and a half times as often when leading much as when leading little. The only supplementary technique which reversed this trend was use of question form. Furthermore, these supplementary techniques, with the exception of approval, were used most often in therapy units where the most resistance might be expected. Approval, the one exception, was used most often in study-skill units—probably because the counselors played the role of coaches who O.K.'d training plans. Supplementary techniques were used about equally often in the good and poor units, the few significant differences found showed greater incidences in the low units. That is, these techniques tend to be used when the going gets toughest and, while helpful, are not sufficiently so to make the unit itself highly effective.

A detailed analysis of the incidence of these supplementary techniques clearly indicated that many counselors had favorite devices which they sometimes overused while completely ignoring other techniques. These counseling mannerisms seemed to have been picked up through trial and error in working with people.

Large frequencies seemed to indicate little as to the effectiveness of these techniques.

While quantitative data on these supplementary techniques does not indicate much about their effectiveness, subjective impressions obtained from listening to hundreds of interviews are useful That is, supervisors in a counselor-training program can usually tell from the context of a particular incident whether a supplementary technique is effective or not Following are some impressions obtained over several years of such supervisory work

A pleasant, friendly manner helps reduce resistance, and much emphasis has already been given to the importance of an acceptance attitude Many counselors approaching a tough spot also smile or laugh in order to reduce resistance, in fact, one can usually tell when a counselor thinks he is leading too fast by the very fact that he tends to accompany his remark with a brief laugh Smiling can be effective unless it accompanies every remark One of the greatest defects we have observed in the use of these supplementary techniques is the overuse of a limited range of techniques When a client feels that his counselor has "counseling mannerisms," much effectiveness is lost Many counselors also try to use humor or kidding to bring a client to a particular point of view This may be effective, but clients may take it as a cue to go on into a joshing discussion, as in the following example

C-1 Well, I'd go around and see him personally Because you'll have to see him personally anyway before they'll let you in, you know You'll have to have a conference with him, and the sooner you get in there and polish the apple a bit, the better

S-1 Huh?

C-2 I really would

S-2 I'm good at that

C-3 Well, get right in there and polish away That . ah makes a lot of difference Incidentally, he has a very good-looking secretary, very good

S-3 He does? Is she young?

C-4 She is young

S-4 Well, I do declare

Making a point quite concrete by use of examples or stories makes it easier to understand and therefore more acceptable However, long-winded stories tend to distract the client from his problem When these are personal anecdotes the counselor has particular difficulty being brief and the client is often forced into a position of helping the counselor tell his story, i e, counseling the counselor This changed relationship

sometimes makes it difficult to return to the original problem Also, making suggestions quite specific rather than general, e g, referring to a specific book rather than just referring to the value of reading, is more easily understood and seems easier to do

Objective material can greatly facilitate progress in an interview (17) Looking over a notebook quickly brings out what is wrong with the student's note taking, whereas asking him will not help much The excerpt on page 91 shows how an English test can be used effectively in furthering remedial work Furthermore, centering attention on such things as a problem check list or a personality inventory seems to make inquiries less probing than when the counselor has to look the client in the eye and ask The following excerpt shows how a problem check list was used to introduce a normally difficult topic, however, the manner in which it is introduced here seems a bit abrupt.

C-1 I brought this over and I checked several things I thought we might like to discuss

S-1 All right Which ones do I have checked?

C-2. Well, about moodiness, and feelings being hurt, and taking things too seriously. You've checked several like that

S-2 Mmhm

C-3 And, then that day when it was raining, you said that you got the impression oh, I don't know, is it usually just when the weather is bad or

S-3 Oh, no I've been having trouble with my boy friend Of course, that's what starts everything I think so much of him, and he's kind of wild and he doesn't like to be tied down to any one person and he wants to have other dates and he wants me to And I don't want to, but I don't know I think I will Maybe I can wake him up

C-4 Mmhm

S-4 I like him so much Then any little thing he does, why it hurts my feelings I mean my feelings get so easily hurt And I'm trying to break myself of that habit because there isn't any sense to it. But, oh, I don't know I worry all the time about what to do. I haven't come to any definite conclusion I suppose the thing to do would be to have more dates, other dates I wouldn't mind if he had other dates if he didn't tell me about them But he tells me about them, almost brags about them, and that's what makes me so mad

Two ways of phrasing remarks have proved of value, i e, relating one's remarks to the client's preceding statement and using a question form when making an interpretation. Occasionally a counselor remark which seems to him directly related to what the client has been saying

actually seems to the latter to be "out of the blue" It helps to let the client know that the counselor understands and accepts what the client has been saying before introducing a related aspect This may be done by a nod, "mmhm," restatement, or clarification, one can then introduce the next idea The second technique, stating an interpretation in question form, makes the idea seem more tentative and therefore less like urging Furthermore, if the client rejects it, he merely rejects the idea and not the counselor with it Of course, if every statement is in question form this approach becomes offensive, but the idea is helpful in the occasional spots when an interpretation needs to be made

Having made an interpretation, many counselors try to bolster their point so that it is more convincing A clear explanation may be enough to make the point, but experiments and authorities are often cited to "prove" the point This can be effective if the client believes there are worthwhile experiments and accepted authorities on the particular topic, but otherwise these arguments seem just like more opinions

Sometimes counselors consciously or unconsciously use their prestige as an argument, e g , "I think you ought to do that, I really do," or, "Will you do this for me?" or, "You'd better do this or you'll get into trouble" However, counselors are usually not authorities enough on the given topic for their opinions to have much effect Thus if one knows a great deal about a given vocation, he can certainly give information, but he has little basis for saying what is the best decision for the client Assurance, which was discussed earlier, presents essentially this same problem If one is an authority, his statements are taken as facts and so have value, but if one is not an authority on that topic, his mere opinion seems to belittle the client's judgment that the problem is severe, and yet the client will see little value in the point that the counselor is making Threats are seldom effective unless one has the means of enforcing them, and they certainly are foreign to the spirit of good counseling practice

Occasionally a counselor tries to make use of his relationship with a client to overcome resistance Sympathy often seems to develop rapport, but then the client usually turns his attention to getting the counselor to agree that his side is right Rather than face his problems, the client is led to spend time justifying his behavior While the use of praise assumes that the counselor's approbation is worth struggling for, in practice most people seem so starved for praise that it generally has no ill effect and often helps if not used too often It is most effective in those areas in which the client feels that the counselor is an authority Sometimes when a client develops a strong admiration for the counselor, the latter will take advantage of this relationship in order to get his suggestions accepted more readily Some counselors even try to get the client to become emotionally dependent upon them, but this emo-

tional relationship causes many problems, and the finesse necessary for handling it is beyond the capabilities of the usual counselor

The final area of supplementary techniques deals with the timing or rate of progress of the interview Sometimes when a client gets into his problem so fast that he becomes overwhelmed and cries, he becomes embarrassed at having "let go" It is important that the client is made to feel that such behavior is acceptable However, if the counselor seems at a loss for something to do or is embarrassed while waiting for the episode to pass, the client may feel bothered in turn In such instances lighting a cigarette, closing a window, or looking over a test until the client gets hold of himself may "fill in" and make the client feel more at ease On the other hand, when a conference seems to go too slowly for the client, he will often signal his mild resentment by turning the responsibility onto the counselor, as in the following example When such cues occur, the counselor should try to pace the interview more nearly to suit the client During the five minutes proceding the following excerpt, the counselor used an acceptance remark, e g, "mmhm," each time he spoke, note how the client asks questions (S-4 and S-5) not only to get an opinion but to get the counselor to participate more

S-1 I just don't know I mean I help with class discussion and stuff like that And some of the kids she asks, and I think they're rather good, but a lot of them don't know One time she asked a question, one girl didn't know, she asked another, and she didn't know She said that's why you're getting poor grades So I began to feel like, pretty bad, so I held up my hand and answered the questions So she said, "Thank you"

C-1 Mmhm

S-2 But I just can't understand why I can't get it Uh My roommate, you know the one, we study together

C-2 Yes

S-3 We went over the questions and stuff . I mean, she said you really know the material

C-3 (*Pause*)

S-4 Do you think it would help if we went in and we talked together? If she could do something to help me?

C-4 Go in and tell her you thought you were doing better She may know something that you are doing in your class

S-5 Well do you think it would be a good idea if I took my roommate with me or do you think she wouldn't think that was such a good idea?

In summary, it may be said that supplementary techniques which make the counselor's point seem clearer and which make

the client feel accepted and an equal cooperating member tend to help the conference along. On the other hand, supplementary techniques which make the client feel that he is being urged, wheedled, or forced into a viewpoint tend to cause resistance.

D. SPECIAL COUNSELING SITUATIONS

During the greater part of an interview, a counselor responds to his client's remarks in such a way as to clarify or stimulate his thinking. However, special situations sometimes occur where the relationship between client and counselor is changed. In fact, the most obvious point in Snyder's study was how markedly these special counseling situations tended to differ from the normal body of the interview. Thus 81 percent of the chi-square obtained from the 154 cells in Table 8 was attributable to the cell-square contingencies from four cells dealing with special situations, i.e., friendly discussion, structuring, direct questions, and ending the interview. Problems of counseling will be discussed for each of these situations.

Friendly Discussion

Friendly discussion or small talk often occurs at the start of a conference as the client and counselor first settle down for the interview. It then tends to break off so that the conference can start—unless the counselor handles the situation poorly. While Mark Twain may have complained that "everyone talks about the weather but no one does anything about it," such small talk plays an important role in the conference. Because of social convention, both participants feel compelled to keep the air filled with sound while settling down and looking each other over. This is particularly important in the first interview when the client is trying to discover what the counselor is like before exposing himself too deeply, and the counselor, in turn, is evaluating the client. So both engage in habitual light conversation which requires little attention while each "sizes up" the other (74, 254).

Occasionally a beginning counselor mistakenly assumes that a client actually wants to visit with him and so continues this type

of conversation too long. People truly visit only with friends, the counselor is presumptuous to ask for such a role so early in the acquaintanceship. Realizing the true function of small talk in the beginning of a conference, the counselor can participate in it naturally and easily and then turn to the client's problems when both of them are seated and have attained an initial stage of rapport and understanding. If the client himself doesn't indicate this transition by starting to discuss his problems, the counselor can use a general lead such as, "Why did you wish to see me?" or at a later conference, "How are things going?"

If friendly discussion occurs in the body of the interview, however, it is important to find the cause and adjust techniques accordingly. The client may be turning to friendly discussion to escape facing some real problem, or if the counselor is putting too much responsibility onto the client, he may be just trying to find something to talk about. Occasionally the client turns to small talk to fill in while he gains better control of himself after getting into a personal problem too quickly, or it may mean that a male client is trying a bantering "line" on a young woman counselor. Poor counseling techniques may also cause small talk during the interview. Thus the "pretty secretary" excerpt in the preceding section occurred because of the misuse of humor. Occasionally a counselor becomes so interested in obtaining client participation without thinking why that he actively participates in social visiting, as in the following example:

C-1 When you don't go to summer school you still fill in your schedule, don't you?

S-1 Uh-huh . . . I'd never go to summer school. I'm going to Tennessee this summer.

C-2 Are you? That sounds exciting.

S-2 I'm going to be a counselor in a girl's camp down there.

C-3 Are you? . . . Oh!

S-3 Uh-huh. I think it will be fine. My girl friend . . . her home . . . Miss X . . . do you know her?

C-4 No.

S-4 Well, her home is in Tennessee and she knows this woman who owns a camp and the woman wrote to her to get someone . . . that if she knew anyone who would like to be an adviser. So she asked me and we're . . .

C-5 You're going down there?
S-5 We leave—(*C interrupts*)
C 6 What kind of camp is it?
S-6 It's a camp for girls Camp C is the name of it And we're going to help in games and I guess I'm supposed to do archery
C-7 Oh, do you like archery?
S-7 Uh-huh, I love it
C-8 I like that too
S 8 And we get our expenses paid too
C-9 That's nice

Whenever a counselor becomes aware that the conference has taken a detour either due to his own poor techniques or to a tendency on the part of the client to "rattle on" about this and that association at a rather superficial level, he needs to bring the conference back to its major problem However, this should not be done in such an abrupt manner that it seems to reject what the client has been doing One effective method is to accept the client's last remark and then add a summary clarification of the points he had made before the detour began This returns the client to the major problem, but gives him a feeling of freedom as to which aspect he wants to develop next If he seems blocked at this point, a general lead can then be used

Friendly discussion also occurs at the end of an interview for the same reasons it occurs at the start. The two people, socially conditioned to maintaining a conversation, talk of trivia as they get up from their chairs and the client puts on his wraps. If client and counselor leave the room together, it is generally considered unwise to continue counseling as they walk down the hall.

Structuring Speeches

Many counselors carry on conferences without ever verbalizing their relationship to the client Other counselors routinely make structuring speeches early in the first interview so the client will understand what their relationship is to be Some make structuring speeches only when the conference situation seems to demand it Following are some typical examples

C-1 What we're trying to find are places to work that will help you and places where you don't have problems and so won't have

to work If you will bring in your history book and notebook, I can tell you how to go about reading this material

C-1. Well, I'd like to make clear right here at the start that I can't give you any just out-and-out solution to the problem You know I can't say a single magic formula and you're going to have good study habits

C-1 Well, let me explain this again We talked it over a little bit at first, but I'd like to say it again
S-1 O K Sure
C-2 You don't have to come in for these contacts And I mean it when I say that the half-hour is for you to use or not to use as you wish.

Studies show that structuring speeches at the start of a conference are made most often when the counselor desires to promote some extreme division of responsibility That is, the counselor wants the client to take complete responsibility or wants himself to have complete responsibility for the conduct of the interview Analysis of the context in which these initial structuring speeches occur and of their effects shows that those which come out naturally in the flow of conversation have no ill effects and may be helpful But those which are introduced as arbitrary, prefatory statements before the conference gets under way often cause resistance Clients prefer to let their relationship to the counselor grow out of their interaction rather than have it stated as an initial ultimatum (61)

Structuring speeches sometimes occur during the later course of an interview for two reasons Either the client expresses confusion as to the purpose of the conference or the counselor feels that the conference is not proceeding in the manner he wants. In either case, a structuring speech forces the conference to conform to the counselor's desired pattern For instance, many nondirective counselors do not realize that a structuring speech in the middle of a conference is a highly directive technique, it rejects the role the client wants the counselor to assume and forces the client to accept the pattern offered (206) That this results in resistance can be seen in remark S-3 in the following interview excerpt.

S-1 Sometimes I can catch myself in the middle of a paragraph, and I'll just have to go back to the start, you know, at the first of the paragraph and read it over again. Whether that's not concentrating or not, I don't it might be

C-1 You feel that most of the difficulty comes down to this problem you have in concentrating

S-2 Mmhm

C-2 Well, I don't know whether the instructor explained this to you, but I can't solve the problem for you, I mean, there is no way of giving you pills or

S-2 (*Interrupting*) I know that

C-3 or something which will solve your difficulty with being distracted while studying What we can do is talk these things through and see if we can find out the reasons, and, if you want to, to work out the ways in which you could improve your concentration in studying But I can't solve it for you Of course, I would be glad to help you in any way that I can, but primarily it's a matter of its being up to you and your trying to think it through, and my trying to help you clarify just what the difficulties are

S-3. (*Thirty-second pause*) Well, I don't know just exactly what I can do about it but just read more

Sherman found in a study of eighty-one interviews that structuring speeches occurred most often in discussion units in which clarification was the primary technique Further she found "no instance where telling the counselee that he was responsible for the solving of his problem resulted in his taking the initiative to do so Where the counselee did take the responsibility for working on his own problem he did so within the framework of good rapport and without being told to do it" (235, p 183). Whenever a counselor feels that he needs to make a structuring speech during the later course of an interview, it is more likely a sign that his own techniques are inappropriate than that the client needs to be set straight Occasionally, however, a client needs to be set straight as to the relationship which can exist in a conference, e.g , when an overly independent individual wants the counselor to take a parental role in decision-making

Questioning

A question form may be used in order to gain information or

to indicate in a tentative way what the counselor understands the client to be saying, e g , "You feel then that they don't treat you right?" We are interested in this section only in the special shift in counseling relationship which occurs when either counselor or client introduces information-seeking questions into the interview.

When a counselor asks a not-too-personal question, the client recognizes that the factual answer will help the counselor and will not force the client to take any particular remedial steps, so he has little hesitancy in answering the question He may, in fact, obtain some pleasure in telling the counselor about his problems It should be noted, in passing, that this fact enables the counselor through broad questions and general leads of the "how's that?" or "tell me more" type to encourage the reticent client to talk

Certain problems which need to be elaborated upon arise when counselors ask questions. Such questioning tends to reverse the role of client and counselor and may occasionally make it difficult to return to the original relationship If the question seems to the client to diverge from his own course of thinking, it may lead to a change of subject and to monosyllabic answers (example on page 75) Questions about specific details, especially a series of them, tend also to obtain monosyllabic answers and to cause the client to abandon responsibility for helping the interview along Finally, if the client feels that questions are too personal or that they are being used indirectly to get him to accept a point (example on page 76), he may show some resistance

When the client asks a question, the counselor usually answers readily enough In these instances the counselor can give information far ahead of the client's thinking, because the latter's asking indicates a receptive attitude In fact, the occurrence of a client question may indicate such a rapid shift in the nature of the interview that the pattern of procedures being used no longer applies for the moment Thus continuing to use clarification in response to the following straightforward inquiry aroused some resistance. Not to answer the inquiry seemed like a rejection to the client.

S-1 Those tests would show my worst faults, wouldn't they? I mean, where I need improvement and parts where I don't need it

C-1 That's what you'd like to know?

S-2 That's what I'd like to know

On the other hand, clients may occasionally ask questions with some other purpose in mind than information-seeking For instance, the statement, "I don't think he treats me right, do you?" more likely represents a desire for assurance and side-taking than a desire for information. Or in the middle of a conference a query like, "Well, when you come into a conference like this, what should you talk about?" may in part represent a desire for information, but it also may represent aggression against the counselor Finally, an example given earlier (page 147) shows that questions can be used to throw responsibility on the counselor

Ending the Interview

The greatest cell-square contingency obtained in Snyder's data was between counselor closing remarks and client closing remarks. This is as might be expected. Both client and counselor are sensitive to the progress of the interview and to the manner of the other person As the end of a conference approaches, a closing remark from one is quite sufficient to lead to appropriate remarks from the other, e g , when to meet next, summary of plans, small talk, etc

Although conferences usually end easily and naturally enough, problems occasionally occur in this part of the interview (134) Sometimes counselors start to end the conference so abruptly that important material on the verge of statement is inhibited As a conference seems near closing, the counselor will do well to ask, "Is there anything else you would like to discuss?" Realizing that the conference is about to close, the client may bring out a subject that he has wanted to discuss but has postponed because of its unpleasant emotional tone, e.g , the examples on pages 32 and 42

At the close of a conference, previous discussion should be clearly summarized so that it will be more easily remembered and used later on If the client can be led to make this summary or

participate in making it, a better effect is obtained than if the counselor assumes complete responsibility. In the latter instance, it too often sounds like an assignment or urging.

While most conferences close easily enough toward their natural ending, some clients cause trouble by continuing to chat on. Sometimes they do not understand that the counselor has other schedule commitments, or they may just like to talk when they have such a good listener. In these situations the counselor may use certain social cues to indicate the end of the conference. These techniques scarcely need to be elaborated upon since most students have used them on teachers who overspeak the class bell. These techniques include: stacking books and papers, letting chair stand on floor if tilted back, putting hands on knees or table as if rising, looking at watch, changing subject to plans for next time, or if necessary saying that one has other commitments.

Occasionally other types of special situations occur which differ from the usual core of the interview. Thus about 2 percent of Snyder's counselor responses were "unclassifiable" on his check list. The fact that the most typical client response in these situations was also "unclassifiable" probably means that additional special situations had occurred in which the client and counselor responded intelligently enough but in ways not included in the check list.

E. ERRORS OF BEGINNING COUNSELORS

Our discussion has clearly indicated that counselors must be sensitive to the complete context of the situation in determining which type of remark to make. Many different factors in the situation and in the interaction of client and counselor have been discussed. Can a counselor, aware of all these different factors, intelligently put them together and come out with generally adequate results?

One further factor needs to be elaborated upon—the idiosyncrasies of beginning counselors. Experience in listening to hundreds of interviews of counselors-in-training shows that they typically make certain constant errors. Great effort has to be expended to overcome certain undesirable tendencies, while other

desirable traits need scarcely be mentioned because the average beginner already has them. It is therefore of interest to review some studies of the types of errors made by beginning counselors.

As indicated in the Introduction, the writer teaches a counseling practicum in conjunction with a how-to-study program. The supervisors listen in on the conferences of each counselor at least once a week and make suggestions to them concerning better methods of counseling. The following study is based on the rating sheets used in this practicum over a period of several years and includes a total of 370 interviews by 75 counselors rated by seven supervisors.[5]

There are many limitations to data obtained from supervisors' check lists. What is checked is limited pretty much to what is included on the check sheet, although the sheet itself was developed over several quarters before the data used here were collected. Some aspects tend to get low votes because they are listed in several ways and so obtain divided votes; the reader may want to combine some of the listings. The fact that the conferences were held in conjunction with a how-to-study program puts a premium on certain techniques being used, e.g., use of books and tests. The views of each supervisor also determined in part what was checked, although the fact that the seven supervisors ranged in their loyalties from "nondirectivists" through "eclectics" to "directivists" may help cancel this factor out. Finally, the supervisors, being teachers, tended to check a given interview only to the degree that they felt the counselor could "take it." Comparison of successive interviews shows that the supervisors tended to check additional points as the initially checked items were cleared up. This approach, however, means that only the most important items were checked.

The results for each item on the check list are summarized in Table 15. Each number represents the number of interviews in which that item was checked as an important characteristic. It will be noticed that a three-level system of checking was used, i.e., "good" characteristics present, "bad" characteristics present, and "should" characteristics not present. Cross reference also quickly

[5] Based on (49) and on similar data collected during several later quarters.

TABLE 15 Distribution of Ratings Given by Supervisors to Beginning Counselors in 370 Interviews

Good		*Bad*		*Should*	
Techniques					
Used material available	254	Not giving Ce resp	114	Further analysis needed	117
Ce taking responsibility	220	Talk too much	103	Need summary clar	107
Attempt get Ce analyze	212	Too many questions	90	Let Ce make suggestions	79
Co leads accepted	180	Ques too specific	89	Use talk-sugg leads	75
Ce remarks used as cues	150	Judicial, authoritarian	88	Reflect Ce feeling	59
Obj means used	92	Missing cues	79	Clarify Ce statements	56
Ce behavior as cues	84	Urging, moralizing	78	Let Ce summarize	56
Meaning clear	71	Breaking in on Ce	73	Use silences more	14
Well said, short	64	Explanation long-winded	55	Use tests, notes	12
Leads deal with core	57	Co pulling Ce too fast	54	Use workbook	7
Feelings reflected	52	Assuring	45	Apply to courses	10
Good analysis of problem	16	Too much on Ce says	34		
		Co meaning unclear	18		
		Reproving	17		
		Leads too general	14		
		Silences too long	13		
Program-Making					
Ce making plans	114	Plans too vague	68	Need end summaries	103
Plans specific	110	Into program too fast	11	Plan between conf	54
Plans apply to needs	76			Sugg more specific	14
Plans adequate	24				
Pattern of Conference					
Smooth moving	187	Co structures too much	124	Diagnose deeper	93
Moves into problem	137	Ce resistive	90	Pull together at end	90
Natural structure	118	Tutoring too much	58	Conf needs summary	73
Moves toward goal	87	Ce parrying	53		
Develops statement	69	Unstructured, wandering	44		
Conf summarized	16	Ce not cooperative	33		
Conf closed well	11	Social visiting	33		
		Too much on skills	21		
		Ce resents conf plan	19		
		Bell ended interview	10		
		Ce mystified	5		

brings out that many items in these three columns overlap, e.g., "Ce taking responsibility," "not giving Ce responsibility," and "let Ce make suggestions."[6] This permitted some degree of variation in checking on a continuum. If all three such items receive high votes, it means that the supervisors felt this aspect to be very important and gave approval when they could and pointed out errors when necessary. Other items representing a continuum, e.g., "used material available" and "should use tests, notes, workbook," get high checks at one end and not at the other.

Probably the best approach to using Table 15 is to describe the overall impressions it gives. Beginning counselors' biggest difficulty seems to be a tendency to take too much responsibility. Note the high votes for "not giving Ce responsibility," "talk too much," "too many questions," "judicial, authoritarian," and "counselor structures too much." This tendency is in agreement with Sherman's finding that the average responsibility division of expert counselors was better than that for inexperienced counselors, i.e., 2.60 vs. 2.06 (235). Part of this is due to a lack of understanding of how the counselor and client work together as a team. But in part it is also sometimes due to the feeling of personal involvement which many beginning counselors have in their counseling, i.e., they feel that it will be a reflection on their ability if they do not produce results and so they work too hard at it.

Another important difficulty is lack of deep enough analysis of problems. Its importance is indicated by the frequency with which supervisors checked it when it did occur and also checked when analysis wasn't deep enough. While lack of analysis may seem opposite to the point of more client responsibility made above, the actual situation can best be described as follows. After listening to a description of the client's problems, these beginning counselors tend to adopt a "now I'll tell you what to do" attitude; such judicial and moral urging in turn tends to result in apathy on the part of the client so that either the client or counselor has to change the subject to get a fresh start. Another typical situation occurs when the counselor, after the client has made a super-

[6] Ce = counselee or client. Co = counselor.

ficial analysis or plan, turns to a new aspect or problem rather than using a general-lead or tentative-analysis remark to further the client's thinking Counselors need to use clarification to help the client describe his problem, general leads to get him to go further into his problem when he seems to hesitate, and tentative analysis or interpretation as needed later to complete the analysis and plan-making

The third general type of error present in Table 15 is the absence of summary clarifications at the end of conference phases, units, and at the end of the interview Beginning counselors tend to wander through different topics without ever tying the material together so as to consolidate gains While social conversation may wander about as various people are reminded of this and that, counseling discourse or the action of any working group is helped if points of agreement are summarized and the central purpose brought to mind occasionally

Beginning counselors also seem typically to do certain good things in counseling They used testing materials, their leads were usually accepted, they used the client remarks as cues for their own comments, the conferences seemed smooth moving and went into the problems the client stated In fact, Cochran found, in comparing good and poor beginning counselors, that all of them do many good things in counseling, the poorest ones seemed to use wrong techniques just at times That is, the good and poor counselors differed significantly on only one of the "good" items listed in Table 15, i e , "attempt to get Ce to analyze," but differed significantly on eleven of the poor items Typical of these were judicial and authoritarian, further analysis needed, missing cues in client's remarks, social visiting, asks too many and too specific questions, talks too much, breaks in on client, and conference unstructured and wandering

Training counselors so that their techniques actually improve is indeed a difficult task The assumption that much self-analyzed experience, e g , giving a hundred Binets or counseling twenty students, will bring expertness can be quickly exploded Furthermore, case notes are not valid enough to permit supervision, because the counselor writes down what he thinks he did and

usually is unaware of his mistakes (59) While commonly made errors can be pointed out in class, many students tend to become overly tense with the fear that they will make such errors, and sometimes those, not making such errors, overcompensate and make errors in the opposite direction The very fact that poor counselors use many good techniques and are bothered by specific, poor techniques which differ from counselor to counselor indicates the need for listening to each one's interviews to find out what specifically is wrong In brief, coaching procedures are needed if counseling skills are to be improved

Some years of experience in teaching and supervising counselors-in-training suggest that an effective approach with beginning counselors is to indicate that the counselor's natural manner and social sensitivity will enable him to do pretty well, and that the supervisors after listening will tell him of any peculiar mannerisms which adversely affect the conference Logical presentations of class and text are considered as suggestive and helpful rather than as compelling ritual Particularly helpful is the use of recordings of the counselor's interviews, i e., objective materials, for he can perceive his errors so much more readily This general approach has long been known to be effective in teaching, but often seems overlooked in the field of counselor training

PART THREE

Types of Interviews

CHAPTER VII

DIAGNOSTIC CATEGORIES IN COUNSELING

MUCH emphasis has been placed on the need to adjust counseling techniques to the changing requirements of the interview situation Is this a matter of infinite variation or can some differentiation be made between types of client problems *which demand different approaches to counseling*? In discussing the effectiveness of different counseling techniques in Part Two, discussion topics were divided into those dealing with skill instruction and those dealing with personal adjustment problems Is this division adequate or are other categories needed?

Several types of problem classification will be discussed in this chapter in order to find their relationship and value for answering the above questions The next three chapters will then elaborate on the peculiar counseling demands which arise in handling different types of problems

BASES FOR THE CLASSIFICATION OF PROBLEMS

In the Introduction it was shown that experienced counselors often differ markedly in the pattern of counseling techniques which they use (188, 231) In this case, however, there was strong evidence that much of the difference was due to the counselors having developed, through trial and error, different "patters" which they had found to be effective with most clients Thus over an eight-week period these counselors tended to be fairly rigid in their pattern of techniques irrespective of the types of problems the clients brought up While these particular counselors tended to use their own unique approaches, probably all writers on counseling urge that techniques be adjusted to the nature of the

problem But what classification of client problems has the most psychological import for determining the best pattern of counseling techniques to use with them?

Sociological Classification of Problems

Personnel workers have traditionally used the locus of a problem, e.g, home, school, social, vocation, etc, in classifying the items checked on a problem inventory, in organizing the details of a case history, or in writing books on how to counsel[1] These sociological categories have been used for various reasons Clients tend to describe their problems in terms of the place where their frustrations occur Problems can often be alleviated by changing the environment so as to reduce the frustration, the peculiarities of each sociological grouping indicate differences in approach to such treatment Finally, personnel work has tended to sprout up in different employment agencies which themselves follow these divisions, e.g, school counselors, church counselors, marriage counselors, veterans' counselors, etc

While such a sociological classification has meaning when we are primarily interested in changing the environment to help a client, it does not have much meaning in differentiating the nature of counseling remarks, for several reasons: a client may list several problems such as study difficulties, social adjustment, personal worries, etc, all of which may be due to a single fundamental condition such as a health problem. Or several clients may list "scholastic difficulty" as a problem, but for one it is due to personal worries, for another to social distractions, for another to lack of reading skill, and for another to a health problem

Finally, analysis of actual case records shows that such sociological divisions provide little differentiation since most clients cannot be uniquely categorized as having one or another of these problems but tend to have several, this great amount of overlap provides little basis for differentiating among counseling techniques Thus Bordin, in an analysis of the case records of some two thousand students who came over a three-year period to the

[1] See, for instance, the *Bell Adjustment Inventory*, the *Mooney Problem Check List*, and, among books, Williamson's *How to Counsel Students* (288)

Student Counseling Bureau at the University of Minnesota, found that only a minority of cases had single problems under a system of sociological classification, while 23 percent apparently had only vocational problems, the next most frequent single problem category was educational problems with 16 percent (30) It is interesting to note that he found more clients who presented problems in all five categories than there were clients collectively who had single problems in finances, personality, or health. (However, part of this last surprising finding is due to the fact that the distribution of problems brought to a counseling center is affected by its reputation as to the type of service offered)

Causal Categories

Another obvious basis for classifying student problems, and one that in part answers the objections to the sociological approach, is according to the cause of the problem The content of treatment is usually selected so as to eliminate or overcome the causes of a problem Thus if a reading difficulty is caused by a visual or a vocabulary disability, the treatment will naturally include a visual correction or vocabulary training Thus diagnostic information determines the content of treatment where specific forms of correcting the disabilities are known

In looking for causal factors in a particular client, a counselor obviously should not assume that every form of deviant behavior has a causal relationship to the client's problem Even though research has shown that a particular factor often has a causal relationship, it cannot be assumed *ipso facto* that this is true in every client showing these forms of behavior Intensive analysis of complete case studies shows that very often the other deviant variable may be an accidental concomitant or due to a third common factor, as well as occasionally representing a cause, mere association is not proof of cause (16, 210). As a matter of fact, pursuit of causes in diagnosis sometimes results only in more exact symptom description rather than in indicating the precise basis for treatment Thus finding that a reading disability is characterized by a very slow rate does not indicate which of many possible causes are responsible for the slow rate, e g., word-by-

word reading habits, poor vocabulary, difficulty with language forms, visual difficulties, etc

When information concerning specific causal factors is obtained, it can be quite helpful in determining the content of treatment, but this approach alone is not sufficient to direct a counselor's methods For instance, what methods should the counselor use while getting acquainted with the counselee and while working out the diagnosis? Can other bases also help determine what techniques the counselor uses? In terms of the causes themselves, is a mere listing of the innumerable specific causes with their modes of treatment the only or even the best way to give direction to a counselor? Such specific causes as visual disabilities, low intelligence, mother domination, poor study skills, etc, tend to occur independently of each other and therefore seldom produce common combinations which suggest a higher-order classification But other approaches to the problem of causes may be helpful [2] One developed by Bordin and Pepinsky is reviewed in the next section (30, 184).

Diagnostic Categories

Finding that a sociological approach was inadequate for guiding counseling practice, Bordin and Pepinsky asked certain questions concerning each client with whom they worked "Why cannot this individual work this thing out himself? What is stopping him from being able to find a satisfactory solution? How is he different from his fellow students who appear to be facing the same problems and working them out successfully for themselves?" As a result they found the following "diagnostic constructs" which they felt were more meaningful as an overall approach to counseling

a Lack of assurance (student has made a decision but wants to play safe by checking up with others)
b Lack of information
c Lack of skill

[2] One interesting approach has been the use of statistical analyses to discover "independent" groupings among client complaints, e g , *Guilford-Martin Personnel Inventory*

d Dependence
e Self conflict (conflict between self-concepts or between a self-concept and some other stimulus function)[3]
  1 Cultural self-conflict
  2 Interpersonal self-conflict
  3 Intrapersonal self-conflict
f Choice anxiety (necessity of deciding among several alternative plans all of which upset his present life)

Pepinsky then applied this system to an analysis of 115 selected case studies He had three judges read each case record and classify it under one of the eight categories above An elaborate analysis was then made of the degree to which the three judges agreed in their classifications and the degree of uniqueness of each category (lack of association with other categories)

In this analysis, lack of assurance stood out as the most clean-cut category, followed by lack of information, lack of skill, and the two self-conflict subcategories of interpersonal and intrapersonal self-conflicts Cultural self-conflict and dependence were least unique and reliable, while choice anxiety situations did not occur often enough for study It should be noted in dealing with such complex and inadequate materials as case records, however, that these differences, while statistically significant, are not outstanding, thus in the thirty-nine cases diagnosed as lack of assurance—the most clean-cut of the eight categories—the three judges agreed unanimously on this diagnosis less than a third of the time

These classification systems are suggestive of how differential diagnosis might determine the content of treatment, but none of them directly seeks to classify problems in terms of necessary differences in the dynamic interaction of client and counselor. The latter type of classification system would be of obvious importance in choosing counseling techniques In other words, the sociological categories provide a basis for showing possible environmental manipulations The causal categories indicate specific content to be included in treatment. And the Bordin-Pepinsky "diagnostic categories" afford a higher-order basis for planning treatment content. However, in addition to wanting to know

[3] Bugental has also analyzed psychotherapy interviews on the basis of location of conflict (40)

what tends to eliminate particular difficulties, the counselor wants to know *how* best to put it across Treatment cannot be given as it is in medicine by getting the client to swallow pills or if necessary by anesthetization and tube feeding The counselor has to consider how the client obtains insight into his problem, how he can be motivated to work on his problem, and how he can be led to discover and apply worth-while forms of treatment Since the manner in which the counselor works with the client to obtain these ends should vary with different types of problems, another important basis for the classification of problems is provided

Classification in Terms of the Dynamics of Learning

Because the counselor and client tend to change their relationship when the subject under discussion is changed, the discussion topic is used as the unit in this classification The discussion topics in an interview fall into two general types (a) Those that represent special situations in the interview, and (b) those that make up the main body of the interview "Special situations" include units which deal with social visiting, structuring speeches, making arrangements for the next meeting, etc These units are usually brief and not directly concerned with helping a client solve his problems The manner of handling these units was discussed at the end of Chapter VI

The units in the "main body of the interview" usually take up all but a brief portion of the interview time and are of much greater importance in counseling effectiveness In these units the counselor attempts to help the client solve his various problems While it is in these situations that the client most wants help, the counselor is also most apt to meet resistance here because of the difficulty the client has in seeing and accepting possible solutions. The interaction of counselor and client in these units tends to differ in terms of three major problem groupings. (1) adjustment problems, (2) skill problems, and (3) maturity problems [4]

[4] Early in our work in interview analysis, a fourfold, sociological type of topic analysis was used, e g, study skill, vocational-guidance, therapy, and scholastic question topics However, the results below as well as other data showed that the last three of these topics showed quite similar behavior and

Each of these is discussed in a section below, and in some cases further subcategories are suggested

1 ADJUSTMENT PROBLEMS Probably a majority of the problems that clients bring up in conference can be classified as adjustment problems These include problems of vocational choice, curricular planning, social acceptance, financial problems, religious confusion, personal maladjustment, etc Typically, in these problems the client is unable to decide upon a course of action which he considers adequate for some frustrating situation. The counselor's task is to help clarify the client's thinking so he can see the issues in his problem more clearly and accept their implications Such clarification usually results in the client deciding what to do about his immediate problem. After this the client may be satisfied to carry out any needed subsequent activities on his own, or he may want instructional help from the counselor or someone else

Various labels have been used in referring to problems in this area, e g., adjustment problems, clarification of thinking, decision-making, emotional problems, therapy problems, etc However, none of them adequately indicates all of the characteristics of counseling in this area Each label brings out an important aspect, but omits other important aspects Difficulty also occurs because these words are sometimes used, in opposition to other terms, to represent limited areas of adjustment, but a term is needed here that has wide connotations That is, this type of counseling encompasses problems which have little emotional character as well as those of a highly emotional nature The process of clarification includes more than an intellectual thinking through, it includes seeing and accepting one's self in relation to the world with emphasis on feeling reactions as well as on intellectual insight

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might well be grouped together Because all three of these topics dealt with thinking things through, they were lumped together in later research as problems in personal adjustment

Topic	*Av Talk Ratio*	*Av. Responsibility*
Study skills	36	2 14
Vocational guidance	43	2 51
Therapy	44	2 52
Scholastic questions	48	2 53

Finally, while such counseling usually results in a decision being made, it also includes the stages preliminary to making the decision and often carrying out steps afterward All of these characteristics are included in this area of counseling Because the term adjustment problems seems the most general and has been used the most by personnel workers, it will be used here

This area differs from the other major divisions in several ways Here the client has to discover and integrate the elements in his problem through his own conscious efforts The client recognizes that his problem is primarily due to difficulties in his own manner of thinking and adjusting. He feels that his task is to clarify the issues in his problems and face their implications In brief, he recognizes that this is a "personal problem" in which the counselor acts primarily as a catalyst in helping him think his problem through

It is obvious in an area that includes vocational, emotional, and religious problems that the problems do not all have the same characteristics While these problems differ in many ways, most personnel workers emphasize that the reason why the client is not conscious of relevant information, attitudes, and experiences is the most important determinant of counseling method Such material is not immediately available for three reasons it is unknown, unrecalled, or repressed Each of these reasons may be present in varying degrees in different problems, but because the manner in which repressed or emotionally conditioned material is handled differs so markedly from that used with unrecalled and unknown material, a twofold division based on the importance or lack of importance of repressed materials in problems is frequently used for convenience in discussion Thus in a vocational problem, for instance, the main task is to bring out aspects of the situation which the client has for the moment forgotten or does not know about, on the other hand, in a neurotic condition repression is the major factor causing difficulty This twofold division has been called "nonemotional" vs "emotional" adjustment problems and also "decision-making" vs "therapy" problems Some of the characteristics of these two subcategories

as well as the role of other factors in adjustment problems will be discussed in Chapter VIII

2 Skill Learning The second major category of problems that affects counseling method is skill learning While some personnel workers, usually psychotherapists, dismiss these problems as requiring coaching rather than counseling, students frequently want help in conference with these problems, e g, study skills, language disabilities, social skills, etc The complex type of two-person interaction that is required to bring about improvement in skills fits any adequate definition of counseling It will also be shown later on (Chapter X) that special adjustment skills can become an important part of improving a student's personal adjustment It would seem then that handling problems in skill learning should be considered an important but different type of *counseling*, with this viewpoint counselors are more apt to handle adequately the problems that are brought to them

The manner of handling skill problems differs in several ways from that used with adjustment problems After the client briefly describes the trouble he is having, he throws responsibility upon the counselor for diagnostic and treatment suggestions He knows that he can gain little insight into his difficulty through introspective methods, an observant coach is needed to make continuing diagnoses and suggestions As is true with all problems, the client has to do the learning, but the issues which determine the manner in which the counselor and client interact to bring this about efficiently are quite different from the issues met in working out adjustment problems

Within this major category a differentiation needs to be made between helping a client remedy a skill deficiency, e g, slow reading rate or a speech defect, and teaching him a brand new, engineered skill, e g, certain study methods based on learning experiments In the first instance, the client is usually aware that he is deficient in skill, the counselor often has to look for a specific cause of the disability, and the treatment may deal with only a narrow aspect of the total skill In the latter instance—the higher-level skill—the client is often unaware of the possibilities of more

efficient methods, e g , his work methods are as good as those of other people, and the counselor has to teach the skill as a whole and not in patchwork fashion

3 IMMATURITY Problems of immaturity represent another major category of problems comparable to adjustment problems and skill problems in importance in determining patterns of counseling procedure This concept is similar to Bordin and Pepinsky's "dependence" category, although it seems that the end goal of mature attitudes should be larger than mere independence Thus the mature individual is characterized by independence, self-acceptance, a consistent philosophy of life, social responsibility, etc An adolescent progressing along the pathway to such maturity may display problems of dependence, over-conscientiousness as to the opinion of others, religious or moral worries, egocentrism, etc

It will be recalled that Pepinsky found it difficult to get reliable agreement as to the presence of this type of problem in the clients he studied One reason for this is that clients seldom feel so immature or dependent that they seek the help of a counselor for this problem Many immature individuals seem happy enough with their low level social-emotional development, those that do have trouble usually project and describe it in terms of the particular situations in which their immaturity is causing difficulty, e g , lack of friends, poor grades, etc The diagnosis of immaturity comes only from an overall diagnostic judgment based on long acquaintance with the client

Another source of difficulty in defining this problem area has been a lack of interest and research concerning it Most counselors tend to work with the expressed needs of clients, which, as indicated above, typically results in an analysis of the nature and location of their complaints Psychologists actually know little about the optimum conditions for bringing about increased social-emotional maturity In working with such problems, efforts have been mainly centered in helping clients with their personal problems The child who is distraught by personal problems may be prevented from learning more mature orientations, while the child who feels accepted, secure, and not overwhelmed by his

problems is at least in a position to try out and learn more mature (more socially acceptable) forms of behavior Psychologists have also discovered that too much or too little demand upon the child does not bring about as rapid maturing as does an optimum environmental stimulation, but little is known of the details of such optimum conditions It is obvious that maturity should not be expected to grow as Topsy did, but research is needed in the area before much can be said as to technique

While it is difficult to diagnose immaturity problems and to know what to do about them in counseling, it does seem obvious that the category has eventual great import for counseling practice That is, we would be much interested in how a counselor can most effectively help bring about emancipation, social responsibility, suitable religious beliefs, a consistent philosophy of life, etc

The details of this proposed classification system need to be elaborated upon further and its implications shown for counseling method This will be done in the next three chapters However, before turning to this material it seems worth while to discuss certain aspects of the interview which always precede the counselor's attempts to work with the client's problems These are building an initial rapport with the client and listening to his account of his disability as the conference first gets under way (74)

A FIRST STEP LEARNING ABOUT THE PROBLEM

Usually the first step a client takes in attacking his problem in conference is to tell the counselor about it The counselor not only gets worth-while information from this recital but the client is also often helped by the process of describing his problem. The counselor should develop skills in expediting this first stage of the conference

As was indicated in earlier chapters, the surroundings are especially important at the time of first contact Informal and comfortable surroundings help a client feel relaxed and under less tension Privacy makes it easier for him to discuss his problems The counselor, in his general manner and attitude, can also be helpful by indicating that he accepts the client as a worth-while

person, is interested in his problems, and has plenty of time to consider them

Findings from Opinion Polling

Although the opinion poller is obviously not interested in influencing his interviewees in any manner, his techniques for rapidly building rapport and his manner of phrasing questions so as to obtain frank and honest answers are of use in counseling work (24) Opinion-poll research shows that anything in the appearance of the interviewer which suggests that he is of a different race or class than the interviewee tends to make the latter either withhold information or slant it in terms of what he believes the interviewer wants (45, 201) Conversely, an interviewer who seems to have a similar background tends to get more honest and frank responses. It has also been shown that if an interviewer has a particular bias, it often tends to affect his interpretation of the data he receives Similar studies of how specialists with different training handle or interpret case histories show similar effects of unconscious bias (71, 198)

The manner in which a question is worded also influences the answer given Thus during the summer of 1941, the use of different wordings in opinion-poll questions on the relation of the United States to the war in Europe caused claims of "interventionist" sentiment to vary from 8 to 78 percent (45)! And in a poll in the late 1930's, substituting the phrase "reasonable increase" for the word "increase" in the following question raised the affirmative vote over 11 percent The original form of the question was "Are you willing to have an increase in prices with the hope that it will bring prosperity" (218)?

The opinion pollers have also experimented with the efficiency of different question forms Poll questions like the one above force the interviewee to say "yes" or "no" or to select from some other limited list of answers They also often indicate the direction of response that is expected In another type, known as the "open-ended question," the interviewer states the topic, e g , "What is your feeling about the President's recent speech?" and allows the client to answer in his own words Additional non-

indicating probes such as "How do you mean" or "Why is that" may be used to get further information. These extended replies are later analyzed and classified. It will be recognized that these open-ended questions are quite similar to the "general leads" described in Chapter IV. Several experiments show that the open-ended type is more effective than the poll type of question on issues which interviewees have not thought through or on ones concerning which they hesitate to be completely frank (45, 218). Since counseling situations also tend to deal with such issues, these findings are suggestive that general leads may be more effective than specific questions in the first stages of a conference.

On the other hand, it should be noted that the biologist Kinsey, in obtaining information on such a highly personal topic as sex history, found that a quite different approach was also effective (136). That is, if a person expresses willingness to tell about his sex life, Kinsey assumes that the following questioning methods will tend to get honest answers, i.e., use rapid-fire specific questions to keep the interviewee off balance, assume that a sex practice has been used by first asking when it occurred, and use cross-check questions to catch deceit and force correct responses. While his study shows that surprisingly personal information can be obtained in this way, no evidence is given as to the comparative efficiency of this and other approaches. However, the evidence from other sources indicates in general that his approach would not be as effective in counseling as would the use of general leads or open-ended questions. That is, trapping a person into admitting more than he intends may cause resistance in later interviews.

Other Principles

Some additional principles are also useful in working with a client during the first stage of problem description. Because the client wants to tell something, the counselor's role is to listen. During this description, the counselor can maintain a normal conversational pattern by using acceptance and clarification remarks to show that he understands what the client is saying. He can also use general leads to help the client elaborate upon his problem so long as he does not interrupt the client's train of

CHAPTER VIII

PROBLEMS OF ADJUSTMENT

MANY factors determine the manner in which a counselor works with different types of problems One of these factors is the general difference that exists between the clients and problems seen by student counselors and those seen by clinicians in private and public clinics These two groups have many similarities, of course, but since therapeutic and remedial work originated with, and much of it is still oriented about, the handling of clinical cases, it is important to note the characteristics which differentiate students and their problems from clinical cases While the remediation problems of students and clinic cases also tend to differ in a comparable way, the immediate discussion will be in terms of adjustment problems

Differences Between Student and Clinical Counseling

Students differ in several ways from the clients normally met in public and private clinics.

1 In the first place, students as a group are highly intelligent and resilient They quickly see the possibilities in problem situations and tend to reorient themselves readily when blocked in some course of action They are able to take much more responsibility for the solution of their problems than may be true of many clinical cases

2 Adolescents are in the process of developing independence and of breaking away from parent domination, so they tend to resent anything which seems to represent adult interference in their plans and actions They also hesitate to go to adults with their problems for fear of being treated "like children" Thus

students sometimes react more aggressively to suggestions than do children or adults

3 Unlike desperate clients who apply at a clinic only when they feel that almost anything will be better than their present intolerable condition, students are reached early enough by the personnel program that they are usually only moderately upset by their problems As a result they often find it difficult to overcome inertia and distaste for facing unpleasant truths in order to do something about their maladjustments

4 Not only does the student personnel program try to catch potential major maladjustments early, but it also tries to help *all* students Furthermore, rather than simply helping to eliminate conditions which are disturbing to a client, it also tries to help students in a positive way to attain the mature and independent qualities expected of citizens in a democracy. In brief, student counseling has educational as well as remedial functions and tries to reach all students.

5 Our democratic tradition respects the rights of maturing adults to develop their own life as they feel best so long as they do not become dangerous to themselves or to society Although institutional or potentially institutional cases may not be capable of accepting, or may be so distraught as to reject, such responsibility, these conditions are not characteristic of students The student counseling program must respect these rights if it is to reach and attract all types of students and not just those who seem to others, as well as to themselves, to need special atypical treatment Students must be given every opportunity and responsibility for learning to solve their own problems

6 Limitations in the functions of schools, as well as limitations in their budgets, represent a final area that affects the manner in which adjustment problems of students should be handled. As indicated earlier, society does not expect advanced educational institutions to provide treatment for individuals whose disability (whether emotional, intellectual, or educational) is so severe as to prevent them from doing satisfactory work if the necessary treatment program promises to be unusually long or expensive Such individuals should be referred to other social agencies for

treatment Furthermore, the usually limited budget of student personnel programs provides some justification for giving primary emphasis to serving those students and problems which promise to give the most return for the money Even in light of these principles, however, it should be noted that quite-marked disabilities will need to be treated within the student personnel program These principles merely exclude the most extreme cases which the school program is obviously ill prepared to handle, e g, the psychotic

This desire to work with the 99 percent rather than with the greatly disturbed 1 percent of the student body means that student counselors must specialize in the techniques which work with the problems and characteristics of "normal" students Although student counselors may not need to know how to work with extreme disabilities, they must be able to recognize the symptoms of such conditions and be familiar with referral resources Conversely, it should be noted that specialists who have been trained only for institutional work are not necessarily capable of handling the adjustment problems of normal students Quite different and equally complex methods are needed for handling the adjustment problems of students and of clinical cases [1]

An Orientation Toward Counseling with Students' Adjustment Problems

These characteristics of students, of the developmental aims of education, and of our democratic tradition lead to two basic assumptions which affect the role of the student counselor (161)

[1] Occasionally counselors who work with students or with more extreme clinical cases try to claim that their work is "more difficult" and "more important" While it is more difficult to obtain positive results with extreme neurotic and psychotic conditions, the student counselor often has a more difficult time in keeping students interested in counseling since they are not as motivated, there is less social pressure on them, and the counselor cannot take liberties permitted with institutionalized cases The matter of importance is difficult to assess, one group may be dangerous to society, the other group may be helped to become effective citizens and leaders It seems best to emphasize that differences exist in working with the adjustment problems of these two groups and not to assign any differential value to either

First, the client should have the right to make his own decisions. The counselor on his part should be sure that all relevant aspects of the problem are discovered and that the client is helped to see and take account of the implications which these data have for him The client, on his part, participates actively by recalling various aspects of his problem and by discovering their relationships and implications After this teamlike, cooperative exploration of the problem, however, the client is the one who must integrate this material, and in any manner he desires Not only is this respect for the integrity of the client in tune with our democratic tradition, but such adultlike treatment is also more likely to sustain a student's interest in working on his problem with an adult counselor

A second, related assumption is that the client should have the right to determine how far the conference shall go He may change the subject or even bring the conference to an end when he wishes Many "do-gooders" enter counseling with the belief that this vocation entitles them to interfere as they please with a student's manner of living And others who "glory in the gory" feel that they are entitled to probe into the intimate thoughts and affairs of any client It is obvious that students resent such busybodies Only as a reputation for giving interested, but objective, help is built up can counselors hope to be effective with students. Students are hesitant enough about taking problems to adults, any threat of domination or interference makes it difficult for them to explore their problems, or for that matter even to seek help

A client should also be able to expect as much help as he wants from a counseling service When requested, the counselor should provide information, diagnosis, or coaching that will help the client Modesty, or a belief that students should learn to take care of themselves, should not be so exaggerated that the counselor refuses positive participation if it is appropriate If a counselor feels inadequate or unable to fulfill a particular need, he should help to arrange for the best available service

While counselors should try to bring about a change in a client's manner of living only when help is asked for, this is not

equally true for the other aspects of a student personnel program Activities, organizations, Student Unions, dormitory facilities, and special courses can be set up which will help students have happier experiences, become better acquainted, and develop more effective personalities The extent to which some of these techniques are effective is discussed in Chapter XI In addition to these positive activities, personnel programs are also responsible for enforcing certain restrictions for the protection of students In order to maintain the acceptance atmosphere of the conference situation, however, the agency responsible for this control should be separate from the counseling agency If the counselor ever feels that some rule of the school or of society needs to be enforced with a client, some other personnel agency should be responsible for this action, and the counselor should, if possible, not appear to be connected with it

Dimensions of the Client's Reaction to His Problem

In determining what approach will be best in handling a student's problem, the counselor has to consider many elements in the situation Thus in Chapter IV certain "dimensions" of the counselor's orientation toward a client were found useful in differentiating among counseling procedures, i e, an acceptance attitude, dealing with the core of a client's remarks, division of responsibility, and amount of lead In Chapter VII it was shown that the counselor also needs to differentiate among client problems in planning his procedures, i e, between problems of adjustment, skill, and immaturity Finally, the counselor needs to react to each type of client problem in light of five other dimensions.

The first of these dimensions is the stage that the client has reached in thinking through his problem Is he at an early stage where he needs help in stating what his problem is? Or has he pretty well explored all the facets of his problem, but wants help in collecting and organizing his ideas so as to come to some decision? Or, having made a tentative decision, does he want help with thinking through his plans? In the early stages of attacking a problem, a counselor primarily needs to listen and use counseling techniques which aid the client in verbalizing his problem.

Later on other techniques may be needed which bring out relevant points, e.g., tentative analysis and interpretation remarks, or which summarize insights and plans.

The second dimension concerns the difference in roles which clients expect counselors to play in dealing with their problems. In one case the client may turn to a counselor, much as he would to a resource book to seek information, but with no expectation that the counselor is to help him work out the eventual solution to his problem. If this occurs early in the client's attack on his problem, it represents the Bordin-Pepinsky category of "lack of information"; if it occurs much later, e.g., after he has made some plans, it represents their category of "lack of assurance." In other instances the client may want a teamlike attack on his problems. Or, at the far extreme of counselor-role expectancy, one may find a client saying "I don't understand why I worry and am afraid so much. What's wrong with me? What ought I to do?" While the question may well be raised as to what role the counselor *ought* to take with a particular client problem, it is obvious that the client's expectancy as to the counselor's role will have its influence on what pattern of techniques will be most effective in a particular situation.

The third dimension is the degree to which a client is motivated to work on his problem. If the client is beside himself with worry about something, he is apt to overcome inertia, distaste for telling another about his problem, and his difficulty in facing unpleasant truths; in turn he is more ready to accept suggestions from the counselor. On the other hand, if the problem is only a minor irritant, the student finds it difficult to overcome the above deterrents and is likely to reject suggestions from the counselor. Quite different counselor techniques are needed at the two extremes.

Fourth, the completeness and validity of knowledge about a given area will affect the manner in which the counselor can work. In an area such as choosing courses to fulfill graduation requirements, the factual information is valid and complete enough to give definite direction to the client's behavior. In other areas, however, available information may be so sketchy or

so subject to unpredictable variation that only a general approach can be used, e g , planning the details of a college program while a student is still in high school

The final dimension, and the one usually given most weight in determining counseling procedures, is the degree to which material which is relevant to the client's problem is unavailable to him and the reasons for this The client may be unaware of many important experiences, items of information, orientations, and attitudes because they are (a) unknown to him, (b) unrecalled, or (c) repressed These sources of difficulty are probably present in every problem, but their proportional emphasis differs from problem to problem. Since different counseling methods are needed for each source of difficulty, it is important that the counselor determine the degree to which they are present in each problem and adapt his techniques accordingly

Nonemotional vs Emotional Adjustment Problems

Because of the importance of repressed material in determining which counseling techniques are best, adjustment problems are often divided into "nonemotional" and "emotional" adjustment problems for convenience in discussion This not only helps to clarify the marked differences that must exist between counseling with such problems as vocational questions and neurotic conditions, but it also helps counteract a common tendency of counselors to use one approach with all adjustment problems That is, counselors familiar with clinical treatment procedures often treat nonemotional problems as minor therapy cases while other counselors more familiar with vocational and social problems treat emotional problems simply as difficult forms of decision-making For these reasons, the terms nonemotional adjustment problems and emotional adjustment problems are used as headings for the remainder of this chapter

However, the separateness of these categories should not be overemphasized The degree to which repressed material enters into problems varies along a continuum, so that counselors should not develop just a twofold approach Such a dual approach would result in the role of repressed materials often being either exag-

gerated or underrated, and in the role of the other dimensions belittled It is particularly important that the counselor evaluate the degree to which all five dimensions are present in a situation if he is to find the most appropriate counseling procedures That is, the counselor has to judge what stage the client has reached in thinking his problem through, what role the client expects him to play, how motivated the client is to work on his problem, how valid and complete the information is about this area, and finally the degree to which unknown, unrecalled, and repressed materials enter into the client's problem

NONEMOTIONAL ADJUSTMENT PROBLEMS

Among the most frequent problems that students bring to a counseling service are questions about vocations, curricula, social adjustment, religion, and finances These occur especially when the student personnel service is reaching all types of students and has built up a campus reputation for effective and worth-while service (19, 129) While these complaints may at times really represent therapy problems, we are interested here in the more frequent instances where highly emotional elements are at a minimum The client usually has difficulty with these problems because he does not know or has not recalled many important aspects of his problem Given the necessary information and help in integrating it, he can work out a satisfactory solution (266).

Providing Needed Information

The following principles will help guide the counselor in providing the client with needed information In the first place, only the information for which the client is ready should be given If too much is given, the client will not be able to assimilate it all and may even be scared away from working on his problem This type of error often occurs when counselors want to explain "all about a test battery" that has been taken Major points should be made first and other findings brought out later. Long counselor speeches also tend to cause other types of difficulty During long counselor speeches, clients tend to drop responsibility and assume a listener role Once started on a speech,

counselors sometimes wander from the point at hand while they tell this and that anecdote Some counselors also use long speeches to show how much they know rather than keeping their eyes on the client's needs The counselor, therefore, will do well to interrupt necessarily long sessions of giving information by asking the client for his reactions

All information should be made as easily understandable and usable as possible Unlike medicine, where technical terms may be used to impress the patient or to keep him in ignorance, progress can be made in counseling only as the client can understand and apply what he is told The counselor should be particularly careful about using technical terms which are unfamiliar or often misunderstood by laymen Furthermore, information is better understood if it is specific and concrete than if it consists of vague generalizations Thus in referring to the amount of time it takes to obtain a Ph D , the counselor will do better to say, "it takes a minimum of three and usually four years beyond college graduation," than to say, "it takes a long time "

Finally the counselor should indicate the validity of any information used Test results should be reported in such a way as not to imply greater validity than they really possess Nor should their validity be left unexpressed, because clients often exaggerate the significance of scores or assume that a test in one area is as valid as a test in another area, e g , mechanical ability and intelligence tests. In brief, counselors should learn to state precisely what relation a particular factor has to the total situation being discussed

It is obvious that if a counselor is to help clients learn about the many aspects of their problems, the counselor must have an extensive background in many areas of knowledge He needs to be able to show what the actual nature of the problem situation is, what opportunities there are, and what means are available for reaching the client's goals He need not "know everything," however, often a counselor need only be able to show clients where the specific information they want can be found

That counselors may sometimes be deficient in such background is indicated by a current division in the ranks of voca-

tional counselors. Many with a background of work experience and training in occupational information have criticized other counselors for their frequently inadequate background of vocational information (138) (Similarly psychologists have criticized others' lack of appreciation for the role which personality dynamics play in vocational adjustment) It is safe to assume that both kinds of information are important In terms of our immediate discussion, it is evident that counselors need to develop a thorough understanding of social and vocational opportunities and conditions if they are to work effectively with students (20).

Aiding Recall

A client often needs help in recalling experiences which will give him better insight into the nature of his problem, abilities, interests, motivation, opportunities, and sources of help Because of the rush of everyday living, clients have usually done little evaluating of previous experiences, the conference needs to be structured so that time is provided for such searching Because clients find it difficult to describe their experiences to another person for fear of criticism, the conference atmosphere should also make the client feel secure in bringing out all aspects of his problem Such an atmosphere, as was indicated earlier, is characterized by accepting the client as a worth-while individual, showing interest in his problems, and maintaining objectivity toward whatever he may discuss

Certain counselor techniques will also help the client with his recall So long as the client is doing well on his own, the counselor can use acceptance and clarification remarks to show understanding When the client seems for the moment to have accomplished all he can, the counselor can use general leads to get the client to elaborate on various points While talking, the client is often reminded of additional material. The counselor can also use his knowledge of important factors in similar problems or his hunches from remarks already made to ask if certain aspects have ever occurred or are important These should be made as tentative suggestions and not as challenges Using a tentative analysis remark calls an item to the client's attention, but per-

mits him to accept or reject the idea without interpersonal involvement

In trying to further the client's thinking, it is important not to go faster than the client is able and willing to go. Counselor remarks should deal with issues which there is reason to believe the client will not resent bringing out in conference at that time. Finally, the counselor's remarks should follow along the tenor of the client's previous remarks and not go off on some tangent In brief, the counselor should work cooperatively with the client to make it easy for him to explore previous experiences and other data which may be pertinent to his problem.

The student may also find it difficult to recall certain previous experiences because of their intense emotional associations. The manner of handling such situations is discussed later, but first it seems worth while to discuss some special issues which arise in carrying on vocational and social guidance.

Vocational Guidance

Several additional principles are important in vocational guidance In the first place, vocational guidance means more than obtaining a decision as to which vocation the client intends to enter and then believing that "he'll live happily ever after," e g., similar to the pattern in romantic stories Not only must the vocational counselor help the client obtain personal-social insight and make a decision as to the most suited occupational field, but the counselor must also help the client plan his training program, learn job-hunting skills, and follow up with problems of further choice, training, and promotion

The task of vocational guidance is not only varied and extensive, but it is made difficult by the many unknown variables which enter the picture between the time of counseling and the client's starting to work For instance, an intelligence test predicts immediate grades much better than it does grades several years later Thus an intelligence test given at college entrance usually correlates over 60 with college grades, but an intelligence test given before the age of fifteen correlates only about 35 with grades in college (70, p 154) It is even more difficult to predict

success in vocations, because students develop new values, interests, and skills during the intervening years and occupational opportunities tend to change.

As a result most personnel workers suggest that in any one conference series long-term plans should be kept general, and major emphasis should be placed on working out decisions concerning immediate issues. Thus a ninth-grade counselor would help a pupil learn about major occupational groupings and not worry whether he decided upon a specific occupation. (However, nothing in the program should prevent a pupil from deciding, for example, to become an aviator or from changing this the next year to becoming an engineer.) The immediate issue at the ninth-grade level is whether the preferred occupational group requires going into one curriculum or another in high school. Specific course decisions can then be made each year in light of this general orientation. The next major decision point usually occurs near the end of high school when the student has to plan what to do on graduation. If his vocational plans call for college training, he first evaluates whether he really wants and is able to go to college for the necessary years of training. If so, his immediate problem is selecting a college and finding out how to obtain admission. Other details of curricular planning can be better taken care of when he gets to college. Later on in college his background of experience and maturity will permit him at last to choose the specific vocation he wants to enter. However, even here he should be prepared to accept the possibility that he may not actually enter this specific occupation, and that after college he may want help with other vocational decisions.

In emphasizing immediate rather than long-term planning in vocational guidance, it is obvious that vocational guidance is *not* considered a "one-stop service station" at which a life plan is specifically laid out and later followed to the letter. *Nor* is it intended that clients shall become so dependent on counselors that they do not learn to stand on their own feet. Each time a client obtains counseling help, he should gain skill and experience in problem-solving that will help him meet his next difficulty more confidently. Independence and the ability to adjust

include developing a willingness to make use of varied resources, including the help of counselors, in solving problems

Most vocational counseling programs regularly employ a large number of standardized tests Because counselors know more about tests than clients do, many counselors take complete responsibility for selecting and interpreting tests—much as a doctor places a patient in a passive role so he can thump and peer at him and finally tell him what is wrong Test-giving sometimes becomes so routinized that clients feel as though they are just being pushed through a standard battery of tests Obviously the client needs to feel that the testing program is being individualized to his needs, and he will be much better motivated if he understands the functions of each part of the testing program

Some psychologists have felt that a client will gain even more if he participates in this test selection and interpretation (22, 32, 230) That is, the counselor acts as the test expert, but the client suggests what aspects of vocational fitness he wants information about He is almost certain to be more interested in the results of tests he has helped select than of tests forced upon him or given in a routine fashion These authors suggest that the selection of tests should be done as follows The client usually expresses an interest in obtaining greater insight into the factors which affect vocational selection and success. The counselor lists these factors and finds out in which areas the client wants to take tests The counselor then briefly describes available tests, including data as to their advantages and shortcomings The client makes out his own test-assignment sheet and takes it to the test room

After the tests are taken and scored, the counselor explains what the test results mean in general terms (usually in terms of predictive probabilities) without personal reference to the client or without urging any course of action The counselor then answers any questions the client has and helps him clarify what the tests mean to him It is not that the above authors want the counselor to be passive in vocational counseling, they want the counselor and client to participate as complementary members of a team Some consideration of this viewpoint should help counselors to counteract a common tendency to push clients through a battery of tests without respect for their wishes, needs,

or rights as persons, and then to take complete responsibility for urging a course of action.

Many students meet difficulty in preparing for their chosen vocation, e g, only a small fraction of high school or college students who want to enter a profession are admitted Students who are receiving low grades try many solutions, e g, they study harder, learn better study skills, blame their teachers, cheat, etc Some who seem to be "beating their heads against a stone wall" in their continued efforts find it difficult to consider a rather obvious solution—choice of another vocation The primary reason for this difficulty is a desire to protect their self-esteem, for they dislike admitting that they cannot make the grade Furthermore, those whose probable optimum vocational level is below that of a profession react strongly if this fact is suggested to them

The following device has been found quite helpful in getting around these protective reactions The student's choice of a particular profession is accepted, but he is asked what he plans to do just in case he is not admitted to his professional school. Permitting him to keep his original choice maintains his self-esteem, but planning so as not to be caught short "just in case" he does not make the grade appeals to his desire to take care of all contingencies At this point he may even cite an instance or so of "good men" who for one reason or another, not their fault, were kept from entering professional school With this orientation the student is often willing to explore various related occupations, trying to find one which will make use of his present and proposed future training and which has many of the advantages of his present choice Sometimes he will return to the counselor with the observation that he had not known before about the interesting and valuable occupation which he has discovered and that it is now his first choice Or if he continues in his present program, he will make a transition more easily if he should later be refused admission to a professional school.

Social Counseling

Social acceptance is one of the greatest needs of adolescents. They want to have friends, be accepted in cliques or fraternities, have dates and fall in love If they are ignored or rejected by their

peers they become quite downcast and try desperately to obtain acceptance. These problems are so important that they frequently emerge in counseling interviews If the student is trying constructively to find out what to do, the problem is pretty much a matter of discovering better methods. But certain factors in the situation make some counseling approaches more effective than others

Students tend to draw a sharp distinction between the social life of students and adults, and therefore do not expect adult counselors to be very adept in the intricacies of campus social life They tend to maintain their independence of judgment and action, that is, they tend to ask for specific items of information rather than for a thorough exploration of their problem It is best to answer the student's inquiry and let him decide whether he wants to use the ideas or not The counselor should refrain from trying to find out all about the student's social life or trying to make a case study of him, if the client wants more intensive help, he will ask for it Older counselors should not feel, just because they were once very successful in campus social life, that they can urge students to use certain social devices As a matter of fact, the most effective results are usually obtained if young persons such as student leaders, recent graduates, or young adults accepted in student activities are used as counselors in handling questions of social information

Many other social problems represent difficulties in growing up Students find that customs in their new community differ from those accepted at home And as they move from being the oldest in high school groups to being the youngest in college groups, they find that their behavior codes are at variance with accepted campus practices Because their present behavior code has provided them with some security, they find it upsetting when campus leaders whom they admire exhibit ways of speaking, dressing, and behaving that are different from their own While students spend seemingly endless amounts of time discussing among themselves the suitability of new modes of behavior, they sometimes like to have a disinterested, mature individual help them in thinking through the issues in this area. Here a mature

person is usually more effective as a counselor because students will feel that he has more perspective. The students want this counselor to help them clarify the problem and work out what seems best, but they are little interested in his pronouncements as to what is correct or incorrect or good or bad.

In addition to conflict between the accepted ways of high school and college groups, students often find that many of their moral and religious beliefs are challenged by the experiences which they are having in classrooms and in other activities Because these sometimes seem to conflict with previously accepted family and church teachings, they often take these problems to religious counselors Studies show that young people experience a typical series of problems as their beliefs change and mature (104) Such information is helpful to counselors and reassures students when they realize that these difficulties are common and transitory

PROBLEMS OF EMOTIONAL ADJUSTMENT

When people have difficulty in understanding or facing certain personal aspects of a problem they become particularly upset, hence the label, emotional adjustment problems If a counseling service is easily accessible and adequate, they will turn to it early and voluntarily with their emotional adjustment problems Early treatment is more effective than delayed treatment, it prevents the later development of major difficulties, and it permits the development of skill for handling later adjustment problems

Sources of Emotional Maladjustment

Several factors account for the fact that people have difficulty in understanding or facing various aspects of their personal problems

a. Many experiences which are relevant to a client's problem may be so embarrassing or painful that he prefers not to think about them and tries to put them out of mind or suppress them Having to discuss these experiences with others—as would be true in a conference situation—makes these experiences seem even more distasteful because other people have so frequently criti-

cized or suggested better methods in a way to make the potential client feel belittled

b It is characteristic in growing up that certain behaviors, attitudes, and orientations are acceptable at one age and not at another The average person adjusts to these social pressures as he grows older, but sometimes plateaus occur because parents and friends find these childish forms of behavior cute or otherwise satisfying When such a person goes into other groups, he is rejected He seldom realizes why, however, because people are seldom conscious of their habitual ways of responding and they dislike thinking about their own unpleasant characteristics

c Some past experiences of the client may have been so painful that they have become repressed into the unconscious and are no longer readily available for recall That is, certain mental mechanisms (practically personified in the psychoanalytic literature) prevent the recall of this unconscious material, although manifestations of it may embarrass him, e g , anxieties, dreams, slips of the tongue, etc Even though a client has extensive knowledge of the mechanism of repression, he may find it extremely difficult to recall repressed material without assistance

d Finally, conditioning may cause emotional adjustment problems In this case the characteristics of a particularly fearful and anxious situation have become conditioned to the emotion, so that whenever these characteristics occur in other situations these emotions are aroused These reactions are not only emotional in themselves, but are also quite upsetting to people who have forgotten or do not realize their connection with the original situation.[2]

While unknown and unrecalled material, discussed earlier, may also enter into emotional adjustment problems, therapeutic treatment tends to center about means of helping clients to discover and accept these four types of emotional material This consists of more than merely helping a client to understand these experiences (175). In the process of therapy these emotional ex-

[2] In addition to helping the client understand the role of conditioning in causing such behavior, the counselor can use reconditioning techniques to eliminate these undesirable responses (102, 130).

periences are explored and their emotional content ventilated, but the client must also reinterpret and accept these in light of his more adult orientations The many, highly technical difficulties in bringing this integration about determine the characteristics of therapy and explain the necessity for special training for counselors who are to undertake this type of "deep therapy"

Acceptance and Interpretation

Two principles are usually considered of major importance in therapy In the first place, if a client is to discover and accept the relationship that emotional materials have to his problem, he needs a conference situation that provides sufficient time to work at their recall in an atmosphere of objective but friendly acceptance The client has to feel that here at last is a situation in which he can explore various of his attitudes and ideas without fear of censure Second, the client often needs help in discovering the protective mechanisms which prevent easy access to his repressed fears and wishes That is, the counselor at times needs to interpret behavior or suggest leads which bring out repressed material, which help the client discover his characteristic levels of maturity, and which help the client understand his conditioned emotional reactions.

It was shown in Chapter III that the two principles of acceptance and interpretation are not necessarily in opposition, but can be complementary However, overemphasis on either may result in interference with the other This occurs especially when counselors interpret material before the client is ready for it or probe so intently that they seem like detectives trying to catch inadvertent confessions These approaches arouse such defensive reactions in the client that he may have even greater difficulty than before in working with his problem

While both of these principles are accepted by most therapists, they sometimes differ in the emphasis given to each As a matter of fact, the present-day controversy between nondirective and traditional therapists is fundamentally a matter of the emphasis placed upon each of these principles Because counselors should be oriented as to the nature of these therapy systems, they are

discussed in the next two sections Following this an attempt is made to show how these principles may be integrated in such a way as to permit a flexible approach to student counseling

TRADITIONAL PSYCHOTHERAPY

Several schools of therapy have grown out of attempts to treat psychotic and neurotic conditions.[3] Since student counselors are not expected to work with such severe cases, however, it seems more valuable to note common principles in these different systems which can be adapted to the needs and characteristics of students than to elaborate upon the details of each system Practically every therapy system emphasizes the need for the therapist to help the client discover and evaluate repressed material which affects his problem. While some therapy systems reject the elaborate psychonalytic construct of an "unconscious," they believe that the client must be helped in gaining insight into his disorganized and difficult-to-analyze behavior But what assumptions are made concerning the necessary division of responsibility between the counselor and client and concerning the importance of an acceptance attitude?

Division of Responsibility

The counselor is not expected to take entire responsibility in helping the client. In fact, he should be careful to take responsibility only at crucial points and to do this in a guarded manner (268) So long as the client is progressing satisfactorily on his own in discovering relevant materials, the counselor should act as a helpful listener He can encourage the client to talk by developing an acceptance atmosphere in the conference, by asking the client to free-associate, and by using acceptance, clarification, and general-lead remarks If the client begins to block in his search, the counselor can use tentative queries and suggestions to open up possible avenues which the client can explore further if he wants to However, the counselor must be careful only to introduce material which the client seems ready for and able to

[3] Descriptions of one or more of these special approaches will be found in the following references (2, 92, 99, 141, 269).

handle, some interpretation which seems quite obvious to the counselor may be so overwhelming to the client as to frighten him away from working on his problem

Tests and other objective situations often make useful means of stimulating insights These carefully thought-through situations often bring to light new forms of client behavior which increase his self-insight, and yet the test does not seem like personal probing A client can be asked to keep a diary or to fill out a questionnaire between conferences, these not only stimulate the client to think further about his problem while away from the conference, but these materials are also often useful in conference later (133, 249). Test-taking in conference, if handled correctly, may also have therapeutic as well as diagnostic value. Thus taking the T A T or Rorschach often gives the client new self-insights, a client may gain insight into the behavior of others through filling out a personality inventory as his spouse or some other crucial person might, and a client may gain insight through playing different roles in psychodrama (100, 169, 248)

While the traditional psychotherapist wants the client to take all of the responsibility that he can handle in going after his problem, there are occasions when the counselor may take certain responsibilities and in turn limit those of the client Thus a therapist may use reassurance and suggestion to reduce symptoms which are so disturbing to the client as to keep him from attacking his problem, or he may keep a client from getting into a problem faster than he can handle it (7, 75, 265) The therapist wants the client to feel that he is not alone in attacking his fearsome problem, because the counselor will step in as needed to help him The therapist may at times take responsibility for helping the client keep at his task rather than let him be led astray by various excuses

In particularly marked emotional problems, some of the most important material is apt to be the most difficult for the client to recall In fact, the amount of internal resistance met by the client is often used as an indication of the importance of the material to the client's problem. In these situations, many traditional therapists feel that they should take further responsibility

in helping bring this material to the client's attention. While still maintaining an objective attitude and being careful to arouse no more resistance than necessary, they use various devices to overcome any resistance that does arise from their attempts to complete their diagnosis and help the client to understand and accept it Thus reference to the client's desire to get well may build up sufficient motivation to undertake some unpleasant step, or the counselor's prestige may be used to obtain acceptance of some course of action More highly trained psychotherapists and psychiatrists also make use of such special techniques as transference, drugs, and hypnosis to facilitate diagnosis It should be noted, however, that specialists use these techniques cautiously and only in critical situations.

TRANSFERENCE. Since transference tends to occur in every therapy case, it needs to be discussed Traditional therapists all agree that it is an important if not necessary aspect of therapy, but they disagree upon its nature and its use (87, 92, pp 194-205) Thompson suggests that transference consists of irrational attitudes toward another person, usually one placed in a position of authority It goes beyond a normal liking which would be expected from the friendly qualities of the counselor The reasons lie within the client's personality and tend to be applied, whether they are relevant or not, whenever a close relationship is developed with another person The explanation may lie in early childhood relations with parents or represent an expression of other personality inadequacies It is generally agreed, however, that the more neurotic the client, the stronger the transference

Therapists usually make either one of two uses of transference in treatment Some believe that the manner in which transference occurs helps the counselor to discover its origins and what the client is seeking. Also the client can be quickly helped to see the unsuitability of this form of reacting to the counselor, and from this its unsuitability elsewhere. Other counselors take advantage of the irrational degree of authority with which the client endows them to get their suggestions accepted However, this use tends to place the counselor in a position of extreme responsibility and is generally frowned upon

The use of transference has its difficulties and dangers, especially in the later stages of working it through In the hands of inexperienced counselors, the mere development of transference may leave the client worse off than before Furthermore, the development of extreme dependence on the counselor certainly runs counter to developing an interest and ability in the client to attack problems on his own Because transference often results in more trouble than help, and because the usually well-integrated student does not need transference to work out his typical emotional adjustment problems, student counselors usually prefer to restrict the development of transference in their therapy work.

Acceptance Attitude

The second dimension of therapy situations is the importance assigned to an acceptance attitude on the part of the counselor. In spite of the responsible participation of the counselor that has been suggested above, the counselor is not to take sides or moralize, but is merely to help the client discover and accept the elements in his problem Thus Waelder has said, "the basic idea of Freud's psychoanalysis is impartiality toward the patient's inner conflicts According to this idea, the analyst should not take part in the continuous struggle between desires—themselves not infrequently contradictory to one another—and the patient's defense against them which emanates from fears, from the urge to maintain control over his mind, or from his rules of conduct Without taking any part in these never-ceasing struggles, psychoanalysis aims exclusively at letting light and air into the battlefield by making conscious the unconscious elements of the conflicts The idea is that if the mature ego of an adult has full access to all the forces involved, it should be capable of finding an adequate and tolerable, at least non-pathological, solution to these conflicts, and capable of finding a workable proportion between satisfying desires and keeping them under effective control" (283, p. 705).

In brief, then, the typical traditional therapist varies the degree of responsibility he takes in working with a client depending on the progress that the latter is making in solving his problem In

general, he gives the client all the responsibility that he seems able to handle, but feels that under certain conditions the counselor must take responsibility for assisting the client over hard spots If an average responsibility rating were worked out for each one of a large number of therapists, it would be found that some take on more responsibility than others, but at no time will one find a reputable counselor taking complete responsibility for directing a client's life While transference can be useful in diagnosis and treatment, there is some evidence that its use in the usual student counseling situation may cause more difficulty than help Finally, the counselor should make the client feel that he is accepted as an individual and will be allowed to work out his problem as he sees fit, the counselor is merely to assist as needed

NONDIRECTIVE PSYCHOTHERAPY

Within the last decade a group known as nondirective therapists has claimed superior outcomes as a result of varying the emphasis on these two dimensions of acceptance and division of responsibility For the sake of contrast they have lumped other therapeutic approaches together (with the exception of relationship therapy) and labeled them "directive psychotherapy," although these many types of psychotherapy do not claim any such commonality Because nondirective enthusiasts have seemed to belittle the effectiveness of traditional methods of therapy, there has been a great deal of controversy in the literature, it seems important that counselors understand what is meant by nondirective therapy and realize its relationship to other methods.

Characteristics of Nondirective Therapy

Rogers has briefly summarized the elements present in nondirective counseling (215, p 416)

1. The counselor operates on the principle that the individual is basically responsible for himself, and is willing for the individual to keep that responsibility
2. The counselor operates on the principle that the client has a strong

drive to become mature, socially adjusted, independent, productive, and relies on this force, not on his own powers for therapeutic change

3 The counselor creates a warm and permissive atmosphere in which the individual is free to bring out any attitudes and feeling which he may have, no matter how unconventional, absurd, or contradictory these attitudes may be The client is as free to withhold expression as he is to give expression to his feelings

4 The limits which are set are simple limits set on behavior, e g , time limit to interview, and not limits set on attitudes

5 The therapist uses only those procedures and techniques in the interview which convey his deep understanding of the emotionalized attitudes expressed and acceptance of them This understanding is perhaps best conveyed by a sensitive reflection and clarification of the client's attitudes The counselor's acceptance involves neither approval nor disapproval

6 The counselor refrains from any expression or action which is contrary to the preceding principles, e g , from questioning, probing, blame, interpretation, advice, suggestion, persuasion, reassurance

Rogers goes on to say, "if the counselor can create a relationship permeated by warmth, understanding, safety from any type of attack, no matter how trivial, and basic acceptance of the person as he is, then the client will drop his natural defensiveness and use the situation If the client feels that he is actually communicating his present attitudes, superficial, confused, or conflicted as they may be, and that his communication is understood rather than evaluated in any way, then he is freed to communicate more deeply" (215, p 419) As a result of this relationship Rogers feels that "the client will express deep and motivating attitudes. He will come to be aware of aspects of his attitudes which he has previously denied. He will arrive at a clearer conscious realization of his motivating attitudes and will accept himself more completely In the light of his clearer perception of himself he will choose, on his own initiative and on his own responsibility, new goals which are more satisfying than his maladjusted goals He will choose to behave in a different fashion in order to reach these goals, and this new behavior will be in the direction of greater psychological growth and maturity" (215, pp 416-417)

Comparison with Traditional Psychotherapies

It will be recalled that in traditional psychotherapies the client is usually given as much responsibility for solving his problem as he wants to take and is able to handle, but the counselor feels responsible for helping him interpret his behavior in critical spots or in giving him support when necessary Nondirective therapists, on the other hand, give the client entire responsibility for solving his problems, hence the label "nondirective counseling" (213) However, most important for the nondirectivist is the maintenance of an acceptance atmosphere in which the client can feel that he is able to discuss his problem without fear of censure or suggestion (54, 163) Traditional psychotherapists also believe in maintaining an acceptance atmosphere, but nondirectivists make this the core of their approach While counselor participation does not necessarily conflict with maintaining an acceptance atmosphere, nondirectivists feel that when counselors move too fast or make mistakes in their interpretations, they arouse resistance in the client. The traditional therapists, on the other hand, say that the development of some resistance is not necessarily bad, because it may be used diagnostically and is easily overcome through the use of various counseling techniques The nondirectivists in turn feel that these resistance-reducing techniques cause more trouble than help

In order to give clients a feeling of security, the nondirectivists believe that the counselor must always be consistent in his relationship with clients (55, 241) That is, an accepting, nonparticipating attitude is maintained not only throughout the client's handling of an emotional-adjustment problem but also with any other problem which the client may bring up, e g , skill deficiency, vocational guidance, etc They feel that the counselor must build a reputation for this attitude even though clients have to go elsewhere for informational and instructional help

The nondirectivists assume that there is a "drive to adjust" or a "growth factor" in every individual that will bring about better integration if the individual is given a chance to work his problem through The nature of this growth factor was discussed in

Chapter III, and its acceptance is a basic tenet of the nondirective therapists It has been suggested as an analogy that the nondirective counselor provides a "hothouse" atmosphere in which optimum growth is obtained While many traditional therapists admit that individuals have such power to adjust, they feel that optimum conditions for such growth are provided when the client is given assistance in analyzing his problem (78, 132, 267)

Like other therapists, the nondirectivists feel that knowledge alone is not enough to bring about therapeutic change, but they place emphasis upon reacting to the feelings expressed by the client rather than to what he is describing That is, the counselor reflects how the client feels about the situation rather than suggesting possible factors or solutions to it

Finally, because the client controls the progress of the interview and has to diagnose his own problem, he tends to emphasize his immediate problem and may not explore unconscious elements or early childhood experiences The nondirectivists feel that further diagnosis is not necessary and particularly warn against the counselor's trying to make his own diagnosis since he might try to direct the interview in order to complete his diagnosis (215)

Evaluations of Nondirective Therapy

Any new approach, especially one that belittles other approaches, is bound to arouse much criticism Some of this seems simply to be an emotional reaction to the fact that previously accepted principles or familiar emphases are rejected But it must be recognized that the nondirectivists have shown that their approach does help clients (53, 170, 243) Their evidence includes reports of clients and counselors, internal criteria within the interview, and the results from personality inventories

Several workers have pointed out that the nondirectivists use terms which have more propaganda than descriptive significance, e g , nondirective, client-centered, democratic, etc (31, 162) Thus one who is not a nondirectivist by implication has to accept the opposite terms of directive or dominating, counselor-centered, and undemocratic Traditional psychotherapists protest that they, too, have client-centered conferences, are democratic, etc In fact,

some have suggested that those who do not like nondirective techniques might be more correctly labeled "non-nondirectivists" than "directivists" (103). This use of propaganda words has been turned upon the nondirectivists by Moreno, who says that their title indicates that they put "a premium on a minimum of self-expression of the counselor," while other systems put a premium on a maximum of self-expression by the client (166). Such a statement, of course, caused some pain to the nondirective therapists, and they have within recent years tended to use the label "client-centered therapy" rather than "nondirective therapy" It is obvious that dichotomous terms cause difficulty because they set up extreme categories rather than indicate a dimension along which variation can take place (129).

This tendency of dichotomous terms to indicate extreme differences has tended to hinder progress in the development of counseling effectiveness in two ways Because of the label "nondirective," many neophytes in nondirective therapy lean over backward in trying to curb any tendency to lead or direct, and end up by using a series of acceptance remarks Thus it was shown in Chapter VI that over half of the remarks of three such beginners were "mmhm," whereas experienced nondirective counselors use acceptance remarks only about a tenth of the time and actually use a rather wide range of leading techniques Thus the label causes beginners to counsel poorly because they take it too much to heart The use of these dichotomous terms has also tended to make the so-called area of directive counseling appear much more directive than it is In fact, some workers have accused the nondirectivists of setting up something of a "straw man" (103) While real differences have been found between the mean degree of leading used by nondirective and traditional counselors (46, 188), Carnes also found that the mean degree of leading used by the latter counselors represented a scale value between a general lead and tentative analysis This is far from the picture of constant interpretation and urging that is commonly painted

Many critics feel that nondirective therapy is effective with

certain types of cases but not with others (206, 264). The nondirectivists themselves suggest this, i e , it will not work with [illegible] those not free [illegible] ganic nature" (213) Some critics point out, however, that the area of emotional maladjustment effectively treated is even more limited, i e , to minor personal problems and transient reactions to acute distress Since these problems often occur among students, the system has relevance for student counseling But students also raise many nontherapy problems, e g , skill deficiencies, information questions, etc , in which nondirective techniques will not work, an illustration of the resistance that is apt to occur in such instances was given on pages 78 and 79 Student counselors must learn to be flexible in their use of counseling approaches.

Rogers' statement that "diagnostic knowledge and skill is not necessary for good therapy" has bothered critics on two counts (125, 215) First, they feel that only through diagnosis can one determine whether nondirective techniques are pertinent Second, they feel that diagnosis is the foundation upon which any treatment is built The nondirectivists do not feel, of course, that the second point is true, and concerning the first Patterson has said, "if in the course of this type of psychotherapy (nondirective) a severe psychotic or organic condition becomes evident, no harm will have been done, and psychotherapy may be abandoned as being ineffective or inapplicable" (182) Other critics, however, feel that nondirective treatment in such instances not only wastes time but also may be injurious to the client

In summary it can be said that while nondirective psychotherapy differs from traditional approaches, the controversial literature has tended to exaggerate these differences (78) Its main characteristic is the attitude of acceptance adopted by the counselor This attitude affects the techniques used, but experienced nondirectivists use a surprisingly wide range of counseling techniques in adjusting to the conference situation. There is evidence that nondirective techniques are effective, especially with minor and nonorganic emotional-adjustment problems. But further research is needed to determine the place that nondirective tech-

niques should have among other therapy methods in handling students' emotional-adjustment problems

FLEXIBILITY IN HANDLING STUDENTS' PROBLEMS

While leaders of different therapy schools urge adoption of their own approach and an abandonment of other methods, many other psychotherapists have been working toward synthesizing these various approaches or trying to find in which situations each is best (91, 129, 296) Snyder has said, in summarizing his excellent review of the literature on psychotherapy, "there has arisen recently a rather strong development toward eclecticism, in the form of an attempt to bring the various contributions of each school of therapy into a synthesis Unfortunately such eclecticism sometimes takes the form of a kind of haphazard or smorgåsbord approach where a little of everything is tried But more frequently it seems to represent an effort to apply the most appropriate techniques to each case Probably the majority of psychotherapists believe that no one technique will work in every case, and many would hold that a single technique is not even most appropriate for a large percentage of the cases. The choice of technique still often depends on the personality of the counselor The most general type of synthesizing of therapies seems to be in the direction of one in which the client is given freedom from the imposition of ideas which are unacceptable to him, but in which he also is given such support or constructive ideas as he can find acceptable In other words, there is reason to believe that many psychological therapists are attempting to amalgamate the traditional approach and the client-centered approach insofar as this is feasible The direction of future developments in the field is, however, still somewhat uncertain" (244, pp 367-368)

The American Orthopsychiatric Association has held several symposia on "Areas of Agreement in Psychotherapy" in which speakers with quite different backgrounds have discovered many points of agreement (152) For instance, in the 1940 meeting, after nine specialists representing many "schools" had reported, Watson, the chairman, said in summary

Despite the various names under which we work and our various backgrounds of training we all seem agreed upon many essentials of psychotherapeutic practice

First, we have found no apparent disagreement on objectives We all hope to increase the client's capacity to deal with reality, to work, to love, and find meaning in life For all of us the relationship of therapist and client has been a central factor We have stressed the need to provide a security which fosters spontaneity We have seen the treatment relationship as social adjustment under artificially simple conditions, but as a step in socialization We have recognized that as the therapist meets the oft-used patterns of the patient in an unexpected, fresh and revealing way, the patient is stimulated to new growth We have urged that the therapist must so understand his own needs as to prevent their unconscious domination of the relationship Our relationship with the client is an identification controlled in the client's best interests

We have all stressed, as a third area of agreement, the importance of keeping responsibility for choice on the client Growth occurs especially as he becomes able to achieve "integration of will," making his own decisions and carrying out the implications of new insights earnestly, responsibly, and with increasing independence As Dr Allen put it, "it is what [clients] do about themselves that is therapy"

A fourth concept which has seemingly been accepted by us is that good psychotherapy enlarges the client's understanding of himself We encourage but do not guide expression We direct attention to dreams, to art, to phantasy, to verbal sequences and to behavior We try to help the individual accept responsibility for more of his feelings than he previously could We recognize that interpretation of his past may be useful if it illumines for the client his tendencies in the present Every psychotherapy assumes that in the client there are important impulses and connections, some half-conscious, some repudiated, some unconscious, which need to be assimilated in a more complete and truer self-awareness

We have agreed, negatively, not to try to treat symptoms in superficial isolation from the structure of the personality We do not believe that mere catharsis of feelings is therapeutic We distrust advice and exhortation We have agreed further, I think, that our techniques cannot be uniform and rigid, but vary with the age, problems and potentialities of the individual client and with the unique personality of the therapist

Finally, we all have recognized that what the therapist can contribute depends in large measure upon his own character He should be mature, objective, constant, with insight into his own problems and freedom to live with integrity (283, pp 708-709)

Obviously more research is needed to determine the comparative effectiveness of different techniques with various types of problems The task of adjusting techniques to client problems is somewhat simplified for student counselors because they are not expected to work with the most extreme emotional disabilities Furthermore, in developing methods for handling student problems, less pronounced theoretical differences may show up than have shown up in developing different approaches for handling psychotic and neurotic conditions

It seems clear that the effective student counselor is one who is flexible in his approach He considers various aspects of the interview situation before selecting his counseling procedures That is, he considers the nature of the student's problem, the time available, the interview conditions, his own training, and within the client he considers the present stage of the client's thinking about his problem, the role the client expects the counselor to take, how motivated the client is to work on his problem, the validity of possible solutions, and the degree to which suppressed or repressed material enters into the problem The counselor can make estimates on these variables while the client is describing his problem, and devise a best approach (241, 264) In the case of emotional-adjustment problems, the counselor may use a nondirective or a more traditional approach as he believes best [4] But it is important that the counselor watch how the client's thinking is going and adjust his techniques accordingly rather than in terms of the precepts of some therapy system The counselor should let the client take as much responsibility as he wishes, help him in difficult spots, but not introduce material before the client is ready for it And probably most important, he should develop an atmosphere, relationship, or rapport which makes the client feel that here is a situation in which he can freely and safely explore his very difficult and upsetting problem

It should be noted that the treatment of other problem areas

[4] There is some evidence, however, that the unsure or inadequately trained counselor will get into less hot water in handling emotional-adjustment problems if he uses nondirective techniques than if he tries to use other methods.

to be discussed in the following chapters can also help with emotional-adjustment problems That is, skill instruction, by removing the source of a marked frustration, eliminates an emotional-adjustment problem and thus frees the client so he can handle other situations more effectively (11) Instruction in skills of adjustment can help individuals solve frustrating situations more quickly and with better results Improvement of environmental conditions may remove the source of frustrations or enable a person to adjust more effectively and therefore more happily

Flexibility in approach is particularly needed if the counselor is to handle the many types of problems which students raise in conference Not only must he be aware of the dimensions which have been discussed in this chapter in conjunction with handling nonemotional- and emotional-adjustment problems, but he must also take account of the different requirements for handling problems of skill deficiency, attitude immaturity, and higher-level skills These problems are discussed in the next two chapters

CHAPTER IX

PROBLEMS OF SKILL

SKILLS are an important aspect of effective adjustment. Clients frequently ask for help with their skill problems, and at times these needs loom so large that special personnel, e.g., tutors and remedial teachers, have to be assigned to handle them. These skill problems occur in many areas. Students want to improve their skills in speaking, reading, or other aspects of language usage, they want to improve their skills in studying, in athletics, and in the social graces, and they may even want to find more effective skills for solving everyday adjustment problems.

As was indicated in Chapter VII, skill counseling is generally of two types: remedial work and instruction in higher-level adjustment skills. This chapter will discuss some of the problems in carrying on remedial counseling; Chapter X will present particular counseling demands in teaching higher-level skills.

Importance of Remediation

Remediation has long been emphasized for several reasons. In addition to being important determiners of adjustment, skill deficiencies are also easily observed. Individuals quickly realize when they are deficient and seek help for their speech handicaps, reading disabilities, poor spelling, etc. Our culture also puts great emphasis upon individuals attaining proficiency in many skills. As a result parents and friends bring pressure on persons with skill deficiencies to seek help, educators have long emphasized the need to bring retarded children "up to grade" in the three R's, and the individuals themselves want help. (It should be noted, however, that this attitude is often taken without much realiza-

tion of the wide range of individual differences to be expected even under optimum instructional conditions and without much attention to the often greater needs of the child who is "at grade" or "above grade" in his achievements)

The most effective approach to skill counseling is determined by certain unique characteristics of skill learning and certain technical problems in diagnosis and remediation These ideas are discussed in the following sections (A) some general characteristics of skill growth, (B) principles in remedial counseling, (C) the overall sequence in skill counseling, and (D) some cautions in carrying on remediation

A SOME GENERAL CHARACTERISTICS OF SKILL GROWTH

It is often argued that the extreme range of individual differences to be found within any school group clearly indicates the need for skill remediation This value statement has been presented so often, but without specific documentation, that many counselors or teachers-in-training nod affirmation at its mere mention without fully appreciating its significance A first step, then, is to document the concept of range of individual differences so that a normative basis is provided for judging the presence and importance of a remedial need

Extreme Range in Any Grade

The extreme range of individual differences to be found at any grade level can be illustrated with practically any test of skill Chart 7 shows the variability of scores obtained on the *Iowa Silent Reading Test* in each grade from four through thirteen These test norms were obtained from testing over 19,000 students in these grades, the results were further checked against another sample of over 10,000 students (97) The authors have changed raw scores on the test into standard scores so comparisons can be made from grade to grade and from the Elementary to the Advanced form

It is quite evident in Chart 7 that a wide range of individual differences is present in each grade. The norms for grade nine

show 1 percent reading at fourth-grade level or lower, while at the other extreme 10 percent read better than the average college freshman In the college freshman year 10 percent read at the seventh grade level or lower, and the lowest 1 percent score at the fifth-grade level or lower! We have no norms for determining how good the best freshman readers are, but research indicates
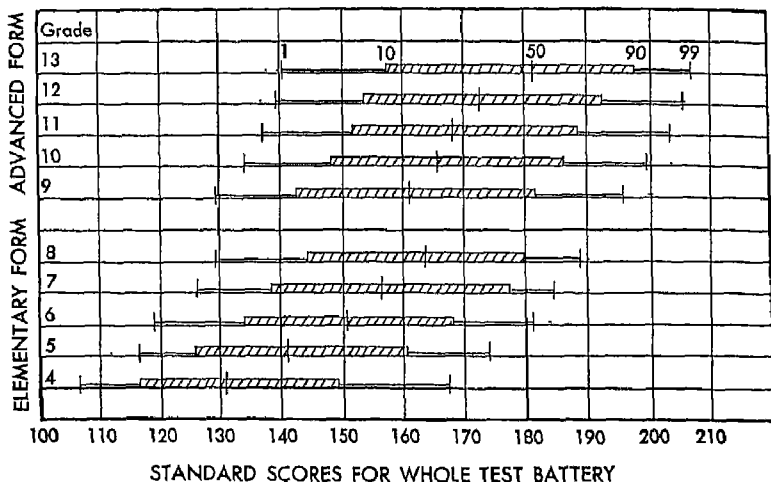
CHART 7 Showing the Range of Scores Obtained at Each Grade Level on the Iowa Silent Reading Tests (national norms) The numbers on the grade-13 line refer to percentile ranks for that grade, the symbols on the other lines are to be interpreted the same way The published norms do not permit the actual range of 2 percent in each grade who score beyond the 1st and 99th percentile to be exactly indicated, the direction of their range is here indicated by dotted lines (based on 97)

that the more training the best students get, the greater their superiority becomes, it can be seen that the best 1 percent of readers in the fourth grade already score above tenth-grade level Thus the range of reading ability present in one grade easily covers ten or twelve grades! No wonder that some students with good reading skill develop lazy study methods while others in the same grade cannot even complete nor understand the lessons.

What of the range of ability in other skill areas? Results comparable to those in reading can be expected, although adequate test data are not available However, studies can be cited which show the low skill level of many students both in high school and college In mathematics a state-wide survey of over 9000 Iowa students in the ninth grade showed that less than half of them could work as much as one fourth of the problems considered basic to ninth-grade algebra (146) An analysis of the responses of several thousand high school seniors on individual items of the *Progressive Achievement Test* showed that about one third of seniors do not know which of four fractions is the largest, what 5 percent of 50 is, or what 1/5 × 1/5 is (8) Of course, many students, to their own detriment, try to dodge any courses with a "mathematical tinge" But a study of several thousand college students taking elementary chemistry showed that "about one-third of the students examined each quarter can solve fewer than one-third of the problems . in the fundamentals of arithmetic" Yet the average intelligence of these students was at the 50 6 percentile on the university's norms (137)

Comparable results are also obtained in language skills A study of college freshmen's knowledge of common and important technical terms in grammar showed that only 53 percent of them could locate the object of a verb in a simple sentence, only 53 percent could find a subordinate clause, 73 percent could find three nouns in a sentence, and 69 percent could locate three pronouns in a sentence. Analysis of the actual themes of college students showed an average of about 21 errors in the mechanics of composition per thousand words, although the grading was liberal (194) In spelling, 30 percent of 66 ninth-graders in a highly rated midwestern high school spelled more poorly than the average sixth-grader (23, p. 263) Another study of college freshmen showed that 20 percent misspelled more than a fifth of such commonly used words (but affording some spelling difficulty) as "absence, ache, altogether, affect, accidentally, accept, across, advise," etc (205, p 140). In the area of handwriting, other studies

have shown that the average quality or legibility of college seniors' handwriting is below that of the average eighth-grader (118)![1]

Growth Curves for Skills

The typical manner in which skills develop during the school years is a second characteristic of importance in skill counseling For instance, the median and the 90th percentile value for each grade in Chart 7 shows that reading skill of the best students continues to grow throughout the upper school years Thus the three-R type of skill is not simply elementary-school stuff with any counseling or teaching efforts devoted solely to bringing deficient children up to eighth-grade level The fact that even the best readers improve in school each year suggests that the demands of school work warrant all students reaching higher and higher levels of proficiency Similar proficiency levels might well be expected in speech, in writing, and in mathematics

However, other data show that many high school and college students' present proficiency was reached early in their high school career and that they have shown little growth since Furthermore, their level of skill is obviously inadequate for carrying on work in school or in business Charts 8 and 9 illustrate such plateaus Chart 8 shows the degree to which different types of English errors decrease (or fail to decrease) in actual themes written by students during the school years (195, p 368). Chart 9 shows a similar leveling off for simple arithmetical skills (8) An understanding of the reasons for these failures to develop proficient skill is important for effective skill counseling

Lack of instruction is sometimes an explanation of a plateau in learning, this often happens with fine-art and musical skill or with handwriting and typing skill Reaching the highest possible

[1] Do some of these extreme disabilities represent other instances in which society does not expect a college to be responsible for remedial assistance? Isolated disabilities, even though extreme, usually respond readily to individualized treatment, so they represent acceptable student personnel activities However, colleges may well question the value of undertaking major *remedial* efforts with dull students who have several skill disabilities Even with hard work and some progress, such students stand little chance of staying in school It is much better to give them *vocational* counseling looking toward more realistic life goals

skill, as often occurs in athletics, is another explanation of plateaus But these explanations do not help with understanding the low levels maintained by students in language usage and mathematics That is, every high school and college student has to take
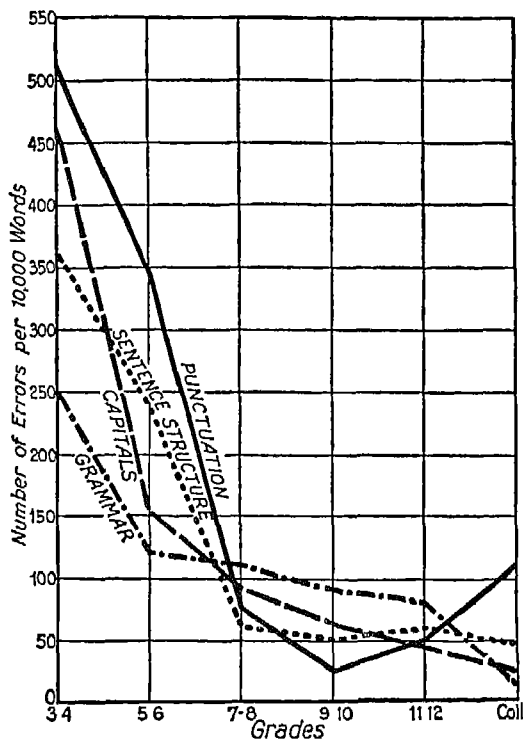
CHART 8 Decrease in Errors in Punctuation, Capitalization, Grammar, and Sentence Structure from the Third Grade Through College (from 195 and based on unpublished data of Dr J T Seaton)

several required courses in these areas, and there is no evidence that they have reached their limits of learning

Two other explanations seem of greater importance here. One is the role played by levels of performance considered acceptable outside the school Thus if a student's parents and friends say

"ain't," the school may have a hard time getting him interested in speaking and writing more correctly, he doesn't want to appear "stuck up" or affected in his manner Another explanation of these plateaus is poor instructional methods Not only may several required courses in English not improve the skill of many
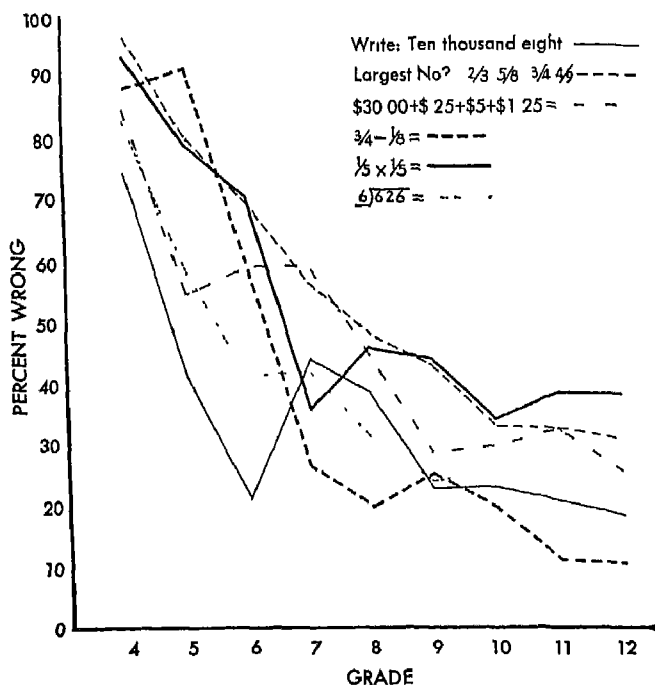
Chart 9. Percent of Students in Each Grade Who Miss Selected Items on the Progressive Achievement Test (from 8 and based on national norms for the test)

students, but they may also, as any remedial counselor can readily testify, actually develop such emotional states of distaste or bewildered feelings of hopelessness that remedial work becomes doubly hard. Motivation often represents a major problem in getting students to benefit from an instructional or remedial program

In brief, then, these characteristics of skills seem important

There is evidence that many skills are necessary for school work, i e, many skills show improvement through the school years, and heavy emphasis is placed on them in required courses Second, surprising skill deficiencies are found in many high school and college students, many of them are as much as six grades below their grade placement in skill Third, the plateaus and the distaste for learning these skills which appear during the secondary-school years suggest the need for special methods in teaching Finally, the extreme range of individual differences shown in these skills and the many possible causes of disability suggest that individualized rather than class methods are definitely needed, i.e., remedial counseling rather than just more group instruction.

B SOME PRINCIPLES IN REMEDIAL COUNSELING

What principles should guide the counselor in carrying on remedial work? That is, what characteristics of skill learning affect the interaction of client and counselor? Six principles seem of importance [2]

a A client cannot diagnose his own skill problem simply through introspection Unlike problems of "thinking things through" where the client alone can be immediately aware of the elements of his problem and the counselor can obtain insight only through the client's verbal descriptions, in skill problems the client can obtain most of his insight into the cause of his difficulty only through observations made by the counselor

There are several reasons for this In the case of motor skills, e g, in athletic and industrial skills and in some respects also in speech and handwriting skills, progress often comes as a result of trial-and-error practice with attempts made later to reproduce the more successful responses While sudden insights into what is causing a difficulty often help in learning a skill, it often takes an outside observer to suggest these insights. In language skills there is another reason for difficulty in self-diagnosis, the reader, writer, or speaker is so intent upon his ideas that he pays no

[2] The large background of technical information necessary for the diagnosis and treatment of deficient skills cannot be covered here For such information, see (23, 205)

attention to his manner of reading, writing, or speaking. Thus if a reader tries to figure out how his eyes are moving while reading, he forgets to comprehend the material he is looking at and so is not reading. As a matter of fact, a reader can obtain little real knowledge of how his eyes moves by introspecting on how they feel as he reads, an eye-movement camera or external observer is necessary for such diagnosis. Finally, clients usually have little insight into the difficulties others have in understanding them. That is, from long experience their own handwriting and speech seem quite clear to them, and they cannot see why their particular way of writing or saying an *a* or an *r* should cause others difficulty.

b. Another useful principle in remedial counseling is emphasizing behavior as well as verbal explanations. A demonstration can effectively illustrate a verbal description of a skill. Thus a common parlor stunt is to ask someone to describe an accordion and then watch how much he uses his hands in defining the term. Also when the client tries out a skill, the counselor can see whether the client is getting the idea of what is wanted and can make continuing diagnoses and remedial suggestions. Obviously it is dangerous to explain a skill and merely accept the client's verbal assent that he now understands how to do it, there must be practice under supervision.

c. Client motivation is highly important in remedial counseling. Scholastic skill problems are seldom due to a lack of instruction and, as indicated earlier, overemphasis may even have developed a distaste for working on them. Various factors are important here. The client may not want to improve because his cultural group does not consider a higher skill worth while. He may not want to work on an area in which he has a long history of painful failure experiences, and he may resent working in an area which he considers "elementary-school stuff." It is important in remedial counseling, then, to show that high skill is important in reaching goals which the client values and that skill growth is to be expected in secondary school.

It is also important to show him that improvement is possible. He may be afraid to work on a skill for fear that with further

lack of improvement he will have to admit that he is just "plain dumb." Thus in how-to-study programs it often proves effective to work first on some easily improved and easily measured skill like reading rate. Once realizing that gains are possible, the client will work harder, and knowing the counselor better, he frequently brings out other problems that might never otherwise appear.

d. The student needs to know specifically what he has to learn. The average client is usually overwhelmed by the seeming size of his task. In spelling, he thinks of having to learn most of the words in an unabridged dictionary, in grammar, he thinks of the thick book of grammar rules that was used in school, and in handwriting, he believes he will have completely to change his manner of writing. The counselor's task is to make a molehill of this seeming mountain.

In the first place, just what *must* be learned should be determined. Thus, instead of several hundred rules, the evidence indicates that about thirty rules of grammar, capitalization, punctuation, and sentence structure account for over 90 percent of the errors made by students. In spelling, a few hundred "spelling demons" out of the several hundred thousand words account for a large proportion of spelling errors made on school papers. Mathematics requirements, outside of courses in the mathematics department, usually consist of no more than addition, subtraction, multiplication, and division of whole numbers, fractions and decimals and the solving of simple problems in proportion—not mastery of the complete content of several mathematics courses. And so on. Material beyond these minima can be studied after competence in the major items is attained.

Two studies in the field of English illustrate the limited nature of what needs to be emphasized in remediation. In the first it was found that only fourteen mistakes made up 70 percent of all the oral English errors made by twelfth-graders in a Maryland high school, i.e., "ain't, don't, I seen, have saw, has rang, have did, is-are, sit, set, done-did, fall, can-may, drawed, blowed" (23, p. 338). The second study was concerned with high school students' problems in capitalization (191). The data, which are summarized in Table 16, shows two points of importance here: (a) the types

of capitalization situations which occur most frequently in writing, and (b) the types which give students the most difficulty. Capitalization situations which occur most frequently and which cause the most trouble should presumably be emphasized in teaching When it is noted that trouble with capitalizing the beginning of sentences and quotations, the names of places, and the titles of books and headings account for about 70 percent

TABLE 16 Frequency of Use of Capitals in Magazines, Newspapers, and Letters and Frequency of Mistakes in Capitalization Made by High School Students. Frequencies Are per 10,000 running words (adapted from 191)

Use	Frequency in Written Material	Errors in H S Writing
Beginning of sentences	368	27
Name of place	123	4
Name of person	98	0
Title with name	67	1
Name of organization	61	3
I	44	0
Commercial trade name	42	1
Date	40	2
Nationality, race, language	32	0
Reference to deity, government	25	0
Beginning of quotation	19	6
Initials	18	0
Miscellaneous	18	13
Title of book, heading	15	8
Title as proper name	7	0
Total	977	65

of the errors, the mountain of English learning begins to seem much smaller Furthermore, note that such frequent capitalization situations as names of persons and the use of *I* cause no trouble and so need not be referred to.

But an individual student's remedial task is reduced even further by the fact that he usually correctly handles most of the common error situations (205, pp. 129-146) When tested on the thirty most important English rules, he will usually make no errors on many, an occasional careless error on some, and have

major trouble on only three or four rules. This task seems a molehill indeed and easily attacked. Similarly, in spelling, the average college freshman misses only twenty-seven words in a long list of spelling demons, and even if he adds an equal list of technical words from his present courses, the total task does not seem overwhelming. Rather than having completely to revise his style of handwriting, the student usually finds, when someone else marks the letters which cause difficulty in reading, that only three or four letters cause the great majority of his illegibilities. Further, this simple analysis quickly shows the nature of any difficulty, e.g., his *a* usually looks like *u* or his *m* like a *w*. Similar findings occur in the other fields.

Thus research can show which types of situations occur most frequently and which types tend to result the most often in error. Then for the individual a brief analysis shows which few elements are giving him difficulty. Having reduced the seeming mountain to this small molehill, the average client is eager to see what improvement he can make.

e. Not only does the client need to know specifically what he has to learn, but also that some things occur so rarely as not to need immediate knowledge but merely an inclination and an ability to use resources to find the answers. Table 16 shows that high school students make mistakes 13 out of 18 times that miscellaneous capitalization situations occur; however, instead of trying to learn all of these rules, they will find it easier to look up the usage when in doubt. This point has particular relevance in connection with learning the spelling and meaning of words. The very size of the English language makes its complete learning impossible and an attempt merely to learn a larger proportion impractical.

First there must be a determination of what words are important enough to learn. A tabulation of the running words in many selections shows that a very few thousand words frequently repeated constitute the great bulk of reading material or of material that students write (261, 262). Thus 97 percent of the running words (not counting capitalized words) in the *Encyclopedia Britannica* are from the 10,000 most frequently used words and so

are presumably known by college students The remaining 3 percent represent many different words which occur quite infrequently, many of them only once Data on this are available for some simpler material, e g., 120 books recommended for grades three through eight (books with admittedly restricted vocabularies) In these books an even larger proportion of the total running words as carried by a few thousand of the most common words, but 37 percent of the different words used (not counting how many times each might recur) occurred only once in 120 different books! Another 12 percent occurred only twice in this many books!

Not only does the infrequency of these words indicate that sight knowledge should not be expected, but the following sample listing of such words quickly clinches the point These are typical infrequent words occurring in recommended books for grades three through eight macerated, macrusa, madonna-wise, maelstrom, maenad, magniloquent, mahlstick, mahn, maitre-ferry, maladjustment, malapropos, malaventure, malleability, malleus, malversation, mammalian, manchet, mangorel, maniacal, manie, manpentadactyl, etc Obviously elementary-school children should not be expected to know these words on sight They should determine their meaning from context or look them up if necessary for adequate comprehension, otherwise these words may well be skipped over

Somewhat comparable results are obtained from an analysis of the vocabulary load in high school and college textbooks One typical text was found to contain 1097 technical terms—a quite sizable list. But 63 percent of these terms occurred only once or twice in the whole book and did not seem too important for comprehension of the text On the other hand, only 7 percent (82 terms) occurred ten or more times, their repetition and the context in which they occurred showed that the student should know these terms thoroughly However, to master a list of 80 terms known to be important seems like a reasonable and worthwhile task (50, p. 161)

Thus students already know the great bulk of running words in reading (and spelling) On the other hand, many words are

used so infrequently that the student should not expect to know them, he can look them up if needed Between these two large word groups, there may be a narrow band of vocabulary not known but recurring several times in a book or essay, e g, basic technical vocabulary of a course The student is warranted in learning these because he does not want to look them up again and again and because their recurrence and method of presentation (italics) indicate that they are important new terms [3]

While these facts indicate that the student actually has a smaller learning task than expected and that there is much he does not need to learn, certain other principles are also suggested for remediation He should develop skill in judging what does not need to be known If an unfamiliar word seems important, he needs to develop skill in using the context of the selection to determine meanings and particularly skill in using the dictionary In the case of unsureness about certain words in writing and speaking, he needs to know how to use the dictionary and to substitute more familiar synonyms He should realize that good students and writers wear out dictionaries, grammars, and form books much quicker than poor students do!

f Having determined what to learn and what not to learn, the client also needs to know about his progress while learning When there is complete ignorance of results while trying to learn, there is little if any learning Although students often have a vague notion that they are improving, there is value in providing more precise information through tests and observations of the counselor Objective evidence of growth not only increases the student's motivation but also provides the counselor with a basis for making continuing diagnoses and suggestions for improve-

3 This narrow band of unknown but frequently used words is not so constant for all students that standard lessons in "building word power" can be developed That is, the average college student is usually able to recognize synonyms for over 50,000 words from an unabridged dictionary, but will miss over a third of words selected from the 20,000 words most frequently used in writing (205, 227) While a person tends to know those words which are used most frequently, surprising gaps show up as well as surprising knowledge of many infrequently used words These areas of gap and knowledge vary so much from person to person that word lists to be learned should be developed for each individual

ment Thus there should not only be test-retests to prove that gains have occurred in the remedial program, but there should also be a series of tests during the learning period Plotting these successive test scores on a simple graph provides a strong basis of motivation, e g , as with comparing one's golf score from week to week

C OVERALL SEQUENCE IN SKILL COUNSELING

It was pointed out in an earlier chapter that the discussion of a topic typically follows the sequence of statement of problem by the client, further elaboration as to its nature, development of insights and plans, and summary Skill units also follow this same pattern, but certain refinements need to be elaborated upon here.

It is to be expected that a client who is bothered by some deficient skill will state this fact early in the interview In light of our discussion above, however, some question may be raised as to the validity of any further diagnosis he might make That is, after stating his problem, should a client be asked to elaborate upon its nature (the second stage)? The client expects and wants to tell about how difficult his life is with this particular disability Furthermore, the counselor can often obtain worth-while cues from this recital. first, he can make a tentative judgment as to whether the skill complaint is a real difficulty or a "façade", also, on learning which situations or courses tend to cause the most difficulty, he can ask for samples of skill performance in these situations and direct practice toward them in order to obtain maximum motivation and transfer of training

Early in a skill unit the client has primary responsibility while describing his problem, but soon thereafter the counselor needs to take responsibility for diagnosing the nature of the disability. The client expects the counselor to take such responsibility and resents it if he does not (see the interview excerpt on pages 78-79) During this aspect the counselor may ask the client to try out his skill so the counselor can observe him, or ask for samples of his work such as notes for analysis, or use various tests and instruments for diagnosis While the counselor thus has major responsibility at this stage, he should remember that the client wants

to understand what is happening, what has to be done for improvement, and the amount of work and probabilities of success involved in remediation It is well to remember also that after the nature of his difficulty is explained to him, the client has to decide whether he wants to bother with remediation, and he has to learn the skill As the remediation progresses the counselor acts as an observer, making continuing diagnoses and suggestions, and the client continues his learning efforts in a teamlike working arrangement with the counselor. It should be emphasized that skill learning is not simply a matter of an "ah-ha" insight and it is not learned in a day There is need for making plans in each interview, for practicing during the period between conferences, and later for making further diagnostic and remedial suggestions

D. SOME CAUTIONS IN CARRYING ON REMEDIATION

Because certain methodological errors sometimes occur in carrying on diagnostic and remedial programs, it seems worth while to describe them briefly here These particular errors may occur in any type of remedial work, but in the discussion which follows examples will be drawn only from the field of reading, both for ease of presentation and because research data is more complete in this area

a *Measuring Level of Skill*

A given skill area usually contains many different skills rather than just a single unitary skill Thus in reading it takes quite different skills to handle fiction, poetry, school lessons, graphs and charts, legal documents, etc , furthermore, reading skill varies with purpose, e g , for pleasure, to remember, to skim to find a single fact, for dramatic oral effects, etc. A person who is expert at one may not be expert at the others

Before setting up a survey testing program to find out who is in need of remedial help, it is well to decide what specific skills are important for school work and then to pick a test which will measure these particular skills One cannot just pick a survey test because it is reliable, made by an authority in the field, published by a reputable concern, and announced as measuring "reading

ability." Tests bearing the title Reading Ability have been published which correlate zero with other tests bearing the same title (36)! In fact, it is interesting to note that at one stage of reading-test construction some authors who tried to develop tests of *different* reading abilities obtained tests that correlated about as highly with each other as the median correlation between reading tests published by different authors but having the same title, i.e., purporting to measure the *same* thing (36, 88, 154). It is important, then, in student counseling to find a test which contains the same kind of material that the student is expected to study and which has directions and questions that measure the type of comprehension desired for school work.

Efficient reading in school work has many characteristics, e.g., ability to read rapidly, select main ideas, comprehend, remember, and apply. Diagnosis and remediation should attempt to get at all of these characteristics. However, many reading tests fail to do this, e.g., none measure memory of what has been comprehended for more than a few seconds after completing a selection. Remedial work also often goes astray by overemphasizing single aspects of the total skill and then loosely speaking of "improving (total) reading ability." Thus many programs which give training only in speeded reading obtain marked increases in rate of reading with little effect on comprehension, memory, or ability to apply. When such workers speak of doubling reading ability, they actually mean doubling reading rate only—a rather minor aspect of effective study skill in school work. It is important therefore to define what type of skill is wanted so that a well-chosen survey test can select those students who most need remedial help and so that later efforts can be directed toward developing skills that are necessary for such work.

b. *Diagnosis*

After a survey test has shown which students need remedial treatment, the next step is diagnosis. Many beginning counselors feel that ideally in remedial work one quickly puts his finger on the "exact cause" of the problem much as one solves a detective story or a puzzle. This illusion of "the clean-cut right answer" is

probably due primarily to the seeming air of absolute accuracy present in the selected and abbreviated case histories published in textbooks (and movies) and to the air of assurance adopted by most medical practitioners Actually, psychological and medical knowledge of the factors in disabilities is so sketchy, and the particular conditions in a given individual are usually so complex and difficult to get at, that diagnosis is an extremely difficult science and art (108)

Certain errors commonly occur in setting up a diagnostic battery First, what may seem logically to constitute elements determining the particular skill may not in fact be so psychologically Thus in the field of reading, diagnosis is often made in terms of such elements as word, sentence, and paragraph comprehension or at the elementary-school level in terms of consonant values, vowel values, blending skill, word-attack methods, reversals, associative learning skill, etc But application of factor-analysis methods to large batteries of reading tests shows that many subtests listed as diagnostic in actual fact do not measure single factors but tend to be loaded with several components (64, 142) These and other recent research studies are pointing the way to more clear-cut diagnostic tests (106) Furthermore, the more recently published reading tests are taking advantage of this information

A second common error in constructing diagnostic tests has been to assume that a particular trait or ability maintains its uniqueness no matter what testing material is used Thus reading span (amount taken in at each fixation in reading) is related to perceptual span (amount taken in during a brief exposure on a tachistoscope) The tachistoscope therefore makes a useful instrument for studying the probable perceptual processes in reading But a common mistake has been to assume that any type of material, e g , numbers, letters, unrelated words, or sentences, can be used to make such a diagnostic analysis The actual correlation between reading and perception span on numbers is almost zero! The more similar the material to be exposed becomes to reading (even to providing some preceding context material before the exposure), the higher the correlation (149, 202)

A similar situation has been found in measuring the relationship of eye coordination to reading ability. It might be assumed that coordination in fixating dots or numbers at book-line distance is a reading-like situation, but the correlation between eye coordination in fixating dots six inches apart and in fixating numbers six inches apart is only from .11 to .24. Obviously the correlation of either with reading would also be near zero (274) In brief, the use of the same trait name in different situations does not necessarily mean that the same trait or complex of behavior is present. Therefore, diagnostic tests should use materials and have characteristics as nearly like the skill being diagnosed as possible

A third common error in diagnosis is assuming that whatever is related to a skill is probably a causal factor This error has grown out of the common practice of comparing the characteristics of students good and poor in some skill and assuming that the aspects characteristic of the ones with poorest skill are probably causal factors It is obvious, however, that a particular trait may be but a symptom of some underlying condition which cannot be determined from the symptom. Thus high temperature is a sign of illness, not a cause, and its cause cannot be determined from the temperature itself Eye-movement measures play a similar role in reading diagnosis, poor readers make many more fixations and regressions, but the reasons for this cannot usually be determined from the eye-movement record (273) Difficulty in determining causal relationships goes even further, however, it was shown in Chapter VII that one cannot tell whether a particular deficiency represents a causal factor, an accidental association, or a symptom of some other underlying condition except through an intensive case study (16, 210) Thus the traditional diagnostic search for the "broken wheel" which needs correction is at times useful, but the case material also needs to be studied as a whole in order to get at the total dynamics of the individual

c *Treatment*

The final step after the survey test and diagnosis is remedial treatment. Here, too, certain concepts may help orient the remedial counselor As in the case of diagnosis, remedial treatment

of skills is also a highly complex project. The client has to gain insight into the nature of his difficulty, decide whether it is worth while to work on, work with the counselor to find a better method, practice, and continue to work with the counselor in seeking better and better techniques.

Three general approaches have been used in remedial work. Overemphasis on any one will tend to limit the effectiveness of the remedial program. It is best to combine all three approaches where feasible.

1. As indicated above, a traditional approach in diagnosis and treatment has been to seek a "broken wheel" and repair it. Thus a sensory disability may be found and corrected or compensated for, or a bilingual problem may indicate the need for special vocabulary training, etc.

2. A second, pragmatic approach has been to find which types of exercises tend to reduce the symptoms of a disability. Thus many remedial reading and speech counselors have developed sets of special exercises for different types of errors; they use these exercises simply because their experience has shown that practice with them improves the client. This approach is often effective if the skill disability seems a matter of poor habit training.

3. A third approach in treatment has emphasized motivating the client to want to improve (293). Very often the client has not learned a skill because he has been too distraught by other, more personal problems. In this case a program of therapy is warranted before remedial treatment is undertaken. If the lack of motivation is due to an unpleasant history of instruction in the skill, there can be emphasis on showing that improvement is possible, worth while, and easy. Much effort can be spent in finding easy, interesting materials which provide success experiences for the student. Thus in one experiment a group of poor readers in high school were shut up for a period each day in a reading room filled with such materials. With nothing better to do, they became so interested in reading that "without instruction" they improved in reading ability at several times the normal rate (185). Obviously, if a counselor had skillfully guided them in the use of these materials, they could have made even greater gains.

Just as the material used in a diagnostic program should resemble reading as closely as possible, so in treatment greater gains will be attained if the training program uses materials like or actually from the student's school work Thus, in a program of perceptual training, meaningful material should be used rather than numbers or letters if traits associated with reading are to be improved Even further, however, there will be increased motivation and transfer of training if the materials are selected from the student's actual courses rather than from just a series of reading selections

In summary, then, these cautions should guide the remedial program First, determine what particular type of skill is most important in the educational program and test for it Then for the deficient students obtain as clear a profile as possible of the independent components of this skill so that training may be directed at the needed spots Thus the client will know specifically where he is going and can use a rifle rather than a shotgun approach In seeking causes and other bases for directing remedial efforts, the counselor must be careful to use tests based on lifelike materials and to differentiate between what seems truly to be causal and what seems to be only associated or symptomatic In putting his remedial ideas across, the counselor must develop motivation in the client to improve, use demonstration and practice as well as verbal explanation, and show the client evidence of his progress.

CHAPTER X

HIGHER-LEVEL SKILLS OF ADJUSTMENT

THE preceding two chapters have dealt with problems commonly handled in the counseling situation, i.e., adjustment problems and skill remediation. In these areas people are usually aware when they deviate markedly from others and so ask for help. When the conception of *guidance for all* was adopted in personnel work, the assumption was generally made that all students must have these problems to a minor degree. However, many students do not like to admit or work on deficiencies. Also the problems of the "normal" student often have different characteristics and require different methods than do the problems of the marked deviate. Can it be that personnel programs have been missing possible areas of service by simply using with all students the theories and methods that seemed to work with the extreme deviate?

It is proposed in this chapter to present a new area of counseling that should be useful to all types of students. Whereas previous counseling efforts have been directed toward eliminating crippling aspects of personality, it is proposed that people can also benefit from being taught constructive methods of adjusting. Or to use the words of a song, personnel work can "accentuate the positive" as well as "eliminate the negative" (105). It must be emphasized that these adjustment skills cannot be learned simply through reading or hearing about them, they demand individualized instruction or counseling.

These constructive adjustment skills have been called higher-level skills because they have higher efficiency than that of the usual self-taught methods of the average individual. These higher-

level skills should enable individuals not only to adjust better to frustrating situations but, more important, to attain more creative and constructive levels of behavior. This area has certain advantages for the counselor interested in a campuswide program of counseling. A student can work in this area without having to admit any embarrassingly unique deficiencies. Furthermore, the success gained from learning these skills and the acquaintance with the counselor so develop rapport that clients often bring up areas of inadequacy that would have caused resistance if approached otherwise.

While this concept of positive instruction in high-level skills has proved fruitful in other fields, it is relatively new to the field of personnel work. Some proven higher-level skills can be described, but this chapter will primarily be concerned with reviewing research studies which suggest possible higher-level skills. These results will have to be integrated and tried out. A great deal of creative thinking and research is needed to develop this promising field.

WHAT IS THE BEST SOURCE FOR DISCOVERING THESE TECHNIQUES?

Remedial and therapy clients are so far below real competency that counselors must work in terms of immediate goals rather than ideal adjustment. In fact, these clients usually have so much room for improvement that practically any change is for the better. As a result, counselors simply refer to "good" or "better" adjustment without defining it. Thus, Hacker has said, "in the beginning psychiatry was mostly concerned with treatment of the grossest abnormalities. The deviations from normal behavior in mental patients was so great that the question as to the criteria by which these deviations were judged never arose" (101).

Some counselors have tended to treat adjustment as if it were the absence of maladjustment. This attitude, while probably unconscious when it does occur, has certain dangers when a counselor is working on higher levels of adjustment. First, "lack of maladjustment" suggests that a person who is well adjusted has no problems and is just placidly content, e.g., the hill-billy "just

sittin' " Actually, people must constantly adjust to a succession of situations. Second, because maladjustment is caused by frustrating and emotion-arousing situations, there is some tendency to try to eliminate such situations entirely But other research indicates that optimum learning and social adjustment tend to occur only under a certain degree of frustration and emotional excitement (190, 276) Finally, this definition is quite inadequate for our purpose, since it does not indicate better methods of meeting situations

Another approach has been to define good adjustment statistically, i e , the middle 50 percent are normal (183, Ch. 2) While this concept has certain values, it misses the point in which we are interested That is, the adjustment techniques of the average individual probably have less to contribute to the discovery of positive methods of adjustment than do the techniques of the *superior individual* Yet *the latter person is not normal nor* well adjusted according to this definition

A philosophical approach has also been used to determine the goals of counseling It is interesting that a great deal of the discussion of this topic has grown out of an attempt by psychiatrists to clarify the term "normal" in the "abnormal-normal continuum" which they use in judging goodness of adjustment (44, 101) This approach was discussed in Chapter I under the topic "Criteria of Effective Counseling" It was pointed out there that a counselor should help a client attain personal happiness, acceptance of self, and an objective adjustment to the world Because this approach emphasizes goals rather than techniques of reaching them, it is of little value for our purpose of discovering methods of adjustment

The most obvious approach in searching for positive adjustment techniques is to study the methods used by people considered to be "best adjusted" Thus it might be assumed that individuals who get A's, who are well liked, or who seem happiest must have developed the best possible methods of attaining these goals Such analyses of the techniques of the "best" have been used in many fields In industry, the journeyman bricklayer and the main-line telegrapher were for a long time considered to be

at the pinnacle of skill. Youngsters wanting to learn these trades were apprenticed to them. In athletics, art, and music, coaches and teachers have commonly been star performers in their field. Not only was it assumed that they had reached the zenith in their field, but apparently they alone could impart the secret of their success.

In all these cases it has been assumed that the best, luckily escaping crippling deficiencies along the way, have been able through intelligence and perseverance to develop the highest possible levels of attainment. But in recent years the suspicion has grown that—to use an old phrase—"even the best is none too good." Can one be sure that the best performer in a skill—so often self-taught—has actually attained the highest possible level of skill? Could it be that careful research would indicate inefficiencies in the performance of the best and also bases for designing even better and higher-level skills? Could there be skills even better than the present best?

The point can be easily illustrated in the field of swimming. In the "good old days" people were often taught to swim by throwing them in the water; they flayed the water to keep their heads above water and to reach the shore. In time some of them gradually chanced upon improvements which helped them reach the shore more quickly. But such trial-and-error learning only resulted in a swim stroke known as the "dog-paddle." While a few persons may have attained the status of champion dog-paddlers of the county, modern swimming methods were not attained by comparing the good and poor swimmers and telling everyone to emulate the good dog-paddlers. Modern swimming methods have been designed after an extensive analysis has been made of the problems of bodily resistance to the water and of how the most power can be obtained from the way in which the body is built and functions. The continuing use of such research to design new swimming methods has resulted in new swimming records being made almost every year.

If group studies of people with better than average adjustment can do little to indicate possible higher-level adjustment skills, then some new approaches will have to be devised. In the first

place, rather than emphasize typical group behavior, more might be gained from an intensive analysis of the techniques used by individuals. Discovery of a single occurrence of a particularly effective method would be a sufficient basis for trying to teach this technique to other people to see if it is generally effective. Second, much of the advice given in present-day mental hygiene, how-to-study, and other "How to ——" books needs to be tried out experimentally to see if the methods of responding can be learned and if they are effective. Third, psychology has a wealth of experimental data which needs to be analyzed for possible suggestions as to higher-level techniques. Finally, present-day psychological theory might be used to devise possible adjustment techniques.

Thus the best approach to designing higher-level adjustment skills is not a descriptive analysis of what any one group of people has done—a common experimental design in psychology. Rather it is a creative use of example, related research findings, suggestions, and theory to design possible skills. The efficiency of any such skills will then have to be evaluated; these results may in turn suggest other possible refinements. The goal of counseling becomes more than merely getting up to grade or becoming normal. It means developing the most efficient skills possible so that work may be done better as well as quicker. The development of these engineered, higher-level skills should open up new horizons in levels of performance.

Evidence from Industry and Athletics

This concept of positive teaching was introduced many years ago into industry. Early time-and-motion studies by Gilbreth showed that making work materials easily accessible, eliminating excess motions, and combining certain steps would greatly increase output with no increase in effort, e.g., bricklayers increased output from laying 120 to laying 350 bricks an hour. In another study girls made over 20 motions in folding cloth, but analysis showed that 10 planned motions were enough. As a result the average output per girl increased from 150 dozen to 400 dozen items per day. Similar studies of other jobs produced increases of from 100 to 500 percent (42, pp. 507-510).

In the field of athletics, slow-motion photography has enabled coaches to find the best combination of motions in various events. That is, the camera not only permits a coach to correct mistakes in an athlete's performance but, more important, it gives the coach a chance to find out possible new combinations of movement which will be more effective than past best methods While one may speak of "the time when men were men," the fact is that the Olympic records over the last fifty years have changed from 12 to 10 3 seconds for the 100-meter sprint, from 5 feet 11¼ inches to 6 feet 11 inches in the high jump, and from 10 feet 9¾ inches to 15 feet 7¾ inches in the pole vault (260)!

Relation to Psychological Theory

R H Seashore first gave this concept of higher-level skills systematic emphasis in psychology, although earlier studies provide evidence of their importance (220, 225) He found that most psychologists commonly attribute individual differences in motor skills to only two factors aptitude and amount of training However, his extensive analysis of motor-skill tests suggested that work method constituted a third factor affecting level of performance Thus a person with certain aptitudes soon reaches a ceiling in skill if he uses one work method, but higher levels of performance can be reached if better work methods are taught Various experiments have shown that different work methods actually influence performance level in such activities as pitch discrimination, card sorting, puzzle-solving, and motor skills (279)

Does this concept of higher-level skills have application in other areas? Can more effective methods of learning and adjusting be discovered and taught so that individuals will adjust more effectively to their environment? While better adjustment skills would reduce tendencies toward frustration and maladjustment, we are most interested here in the positive concept that such skills will enable people to reach higher levels of performance In brief, can psychologists devise higher-level skills in learning, remembering, thinking, creativity, social cooperativeness, leadership, etc? If psychologists and educators would spend as much time on dis-

covering new and better means of adjusting to the world as they have on remediation, possibly new and more effective levels of performance could be found for all Students might be able to learn more information or more complex ideas Similarly, production records might be attained in other fields And, of importance to our society and culture, experts might be able to make even greater discoveries and contributions

This concept seems to have two applications of particular interest to the student personnel worker, i e., higher-level study and higher-level personal-adjustment skills The writer has applied the concept to the field of study skills and found it highly useful It should also have applicability in the field of personal adjustment Both topics are discussed below

HIGHER-LEVEL STUDY SKILLS[1]

Within recent years several studies have shown that even the best student is "none too good" in his study methods Thus various workers have found that good students check as many poor study skills on study questionnaires as poor students do (35, 38) Their difference in grade performance seems to come mostly from the good students' greater intelligence—just as people with strong arms tend to make the best dog-paddlers Other studies have shown that the presence or absence of headings in a text makes no difference in the reading skill of superior students (209) Further, they read and take notes at an average rate of only 100 words per minute, and their notes are no better than those of average students (most of them do not use note-taking when studying their texts) (203) Still other studies have shown that the average reader gets only about half of the important ideas in a single reading, immediate rereading adds little to such comprehension, and about 80 percent is forgotten within two weeks after a single reading (76, 246) Recently Preston and Tuft analyzed the reading skills of juniors with superior grade-point averages at the University of Pennsylvania They found a wide range of reading ability among these students and concluded that their evidence

[1] This section is a condensation of some material presented in Part One of the writer's *Effective Study*, Harper & Brothers, 1946

did not support the usual conclusion that good students are typically efficient readers (196)

On the other hand, psychological literature is full of studies showing how meaningful material may be learned more rapidly and to higher levels of performance Thus McClusky found that a preliminary survey of headings before reading increased rate of reading by 24 percent (156) Holmes and Washburne found that placing questions in the text, just before their answers appeared, greatly increased comprehension on later tests (122, 282) Other research has shown that textbook headings and other typographical cues are extremely useful to the reader in making up the questions which are most important for him to answer Spitzer showed that recitation immediately after reading is more effective than at any other time, he also found that immediate brief recitation increased memory after two weeks from 20 to 80 percent (246) Other studies have shown that outlining can be an effective form of recitation, but most students copy off material rather than write from memory and they write down too much (9, 222).

SQ3R Method of Study

While these and other experiments indicate several effective ways of studying, most of them emphasize only aspects of the total study task This information should be used to design an overall study method, a new and unitary study method, that would represent a "higher-level study skill" One such study method has been designed and is known as the SQ3R method, its brief description below shows how the above research results can be combined into one skill Training results show that even good students study more efficiently after learning the method On the other hand, as further research is carried out on the efficiency of this and other methods, personnel workers may be able to design even more effective higher-level study skills

The five major steps in the SQ3R method of study are as follows·

1 *Survey* The student makes a rapid survey of the headings in the assignment to figure out what major ideas are presented and their sequence

2 *Question* The student turns the first heading into a question in order to have a seeking attitude and know for what he is reading
3 *Read* The student reads the headed section seeking the answer to his question
4 *Recite* Having read the section clear through, the student writes down brief cue phrases *from memory* (No copying is done and complete notes are not wanted)

Steps 2, 3, and 4 are repeated for each succeeding headed section

5. *Review* Immediately after reading the whole lesson in the above manner, the student tries to recall the points that have been developed in the lesson This is a second recitation The notes are glanced at only as needed to remind him of points not immediately recalled

Other Higher-Level Study Skills

A recent study by Bloom and Broder shows that superior students entering college use surprisingly inefficient skills when asked to solve problems typical of comprehensive examinations (25) These workers obtained rather complete records of the methods used by individual students in problem-solving and evaluated them on a four-point rating scale They found that no student scored at the highest level, 7 percent scored at the second level, 74 percent scored at the third level, and 19 percent scored at the lowest level They describe the most common third group as follows "A third group moves toward its goals, but only after a great deal of lost motion These individuals have little in the way of a plan, seem to release much energy, take many . . movements quite unrelated to the end to be attained, and appear to reach their goal more as a matter of chance than of plan " On the other hand, when such students were given training through comparing their own methods of analysis with the superior methods of others, the ones who were motivated enough to come to all training sessions made significantly better scores on tests and received better grades

Other higher-level study skills are also possible Thus an analysis of examination questions and of the research on forgetting will probably suggest higher-level methods of review for tests One factor in ability to concentrate is the development of effective work methods. Skill in class participation and in writing term

papers represent other activities at which practically all students are self-taught "dog-paddlers," but for which far better skills could be designed and taught

HIGHER-LEVEL ADJUSTMENT SKILLS

While higher-level skills have been tried and proven in the motor-skill and study-skill areas, the possibility of designing and teaching higher-level skills in the field of personal adjustment has scarcely been explored If such adjustment skills could be discovered and taught, people would be able to make more effective and creative responses to situations, and, in turn, fewer emotional maladjustments might develop Such a program would be supplementary to any therapy program such as was discussed in Chapter VIII

The average layman is interested in learning such adjustment techniques. An analysis of why people listen to radio serials showed that a major reason is interest in ideologies and recipes for adjustment (115) Further evidence is given by the tremendous sales of the "How to ——" type of book, e.g , a single title may sell as many as three million copies That people need such instruction is evident from the discussion in the next section.

How Effective Are the Well-Adjusted?

People who are considered well adjusted often use inefficient methods of adjusting to everyday frustrations Several studies are available on the adjustment techniques used by teachers and college students—both highly selected and well educated in comparison to other groups. Furthermore, teachers have had special training on the principles of personality development

Patrick analyzed the extent to which adults tend to make rational inferences from previous experience in finding their way out of a room under both normal and emotion-provoking conditions (181) The solution varied from time to time, but experience with the problem could be used as a basis for making intelligent responses Each time a person participated, his response was rated on a five-point scale from "(A) tendency to make rational inferences from previous experiences" to "(E) automatisms, unadap-

tive, perseverative" The distribution of their responses for normal unemotional situations is indicated in the first and third lines of Chart 10 It will be noted that these adults took advantage of previous experience in the situation to make rational inference scarcely more than half of the time And under emotional conditions (lines two and four in the chart), the poorest level of response is the most typical!
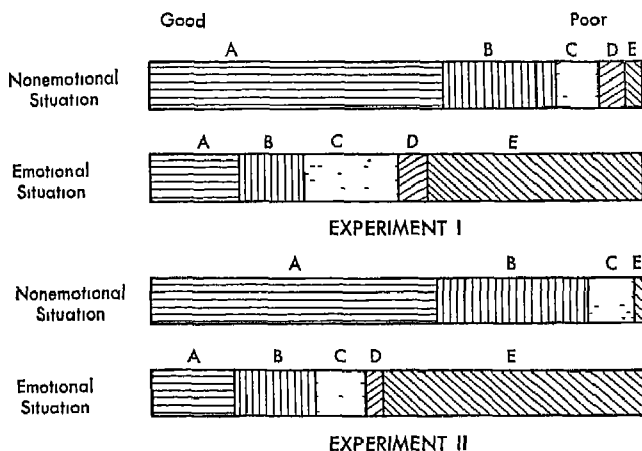
CHART 10 The Effect of Emotion-Arousing Stimuli on Quality of Response in a Learning Situation The quality of response varies from A (good) to E (poor), i e, A = tendency to use rational inference from experience, C = tendency to use a stereotyped mode of searching, E = tendency to repeat a wrong response (from 181)

Symonds asked a group of teachers to describe in some detail how each had successfully solved some personal problem. It can be assumed that, given a chance to pick a problem successfully handled, these people would select a situation where they had used some of their best adjustment techniques Nonetheless, Symonds concludes as follows from his analysis "It was discovered that teachers are not able to clearly formulate their problems nor are they able to work out clearly thought through solutions

to them It would be more correct to speak of the process as one of emotional adjustment to personal difficulties than of problem solving. . . . Of the three major methods [of solving problems], it should be recognized that these 'solutions' were arrived at some what fortuitously" (255, pp. 651-652).

Finally, two different studies of several thousand teachers showed that they were distressingly delinquent in guarding their health and adjustment Thus about two fifths had no hobbies, from a quarter to a third took no part in activities outside the school, and between one third and two thirds took no systematic exercise (116, 172). Furthermore, Wheatley has shown that high school youth have very poor health practices and take little responsibility for trying to maintain or enhance their health (286).

In brief, well-adjusted people often use inefficient techniques in adjusting to everyday problem situations An analysis of their methods of meeting frustrating situations would obviously be a disappointing source for finding highly effective methods to recommend to others

What Are Some Possible Higher-Level Adjustment Skills?

As indicated earlier, various sources can be used for suggestions as to possible higher-level adjustment skills, i.e , research studies, mental hygiene books, individual examples of particularly effective methods, and psychological theory. The following survey of the literature tends to show that we know little about possible higher-level adjustment techniques The mental hygiene books tend to present positive adjustment techniques without experimental verification and many of the experimental studies have been carried on for other purposes Both counselors and clinical psychologists might well note that most of the studies that can be cited have been done by workers in other fields, possibly we have been too engrossed in the derelict!

1 Adequate Health Adequate health is usually a first-mentioned requirement for effective adjustment People in poor health often show many characteristics of ineffective adjustment A physical build-up is usually a first step in treatment But at the other end of the scale is there any evidence that excellent health

makes for more effective adjustment than does just average health? What health practices will enable an individual to reach and maintain such a "pink of condition"?

There is clear evidence that the better dietary and health practices of today have resulted in improved physique. For instance, an analysis of records at Harvard and at four eastern women's colleges showed that the sons and daughters of alumni at entrance were taller and heavier than their fathers and mothers had been on college entrance (34). Similarly the draftees of World War II were heavier than those in World War I (219).

Does excellent health also help adjustment? In one study the health of five thousand teachers was evaluated on a five-point scale at the time of entering teaching and again five years later, the relation of their health to adjustment was then determined. While it was particularly evident in this study that those in poor health in the beginning were prone to adjust poorly in teaching, there was also evidence that those rated as having "excellent" health in the beginning were better adjusted during the five-year period than were those rated as having either "good" or "fair" health. Fewer of them had poorer health after five years, even though they started out with a top rating, and fewer of them were dissatisfied with their residence arrangements, pupils, teaching as a career, colleagues, supervisors, and the climate (172)!

The universality of physical fitness programs in coaching athletes is clear-cut evidence that excellent physical condition is necessary for the highest level of physical performance. There also have been quite a few studies showing that physical education programs in school result in more personal effectiveness (112). Observations made during the last World War indicate that after a physical conditioning program soldiers seemed to learn more quickly and work harder than did comparable men in civilian school life. In England during the war it was also frequently reported that many civilians said they "felt better" as a result of not overeating as was customary in peacetime.

While superior physical condition tends to result in higher effectiveness in adjustment, it would be wrong to assume that the health practices and measures of physical fitness most related to

physical prowess are also most related to personal adjustment Reasoning by such analogy might result in the wrong characteristics of physical fitness being emphasized and in gross overtraining While modern advertising clearly suggests that such health practices as "regularity," mouthwashes, antiseptic soaps, special dietary foods, vitamins, exercise machines, etc, point the way to good adjustment, much more research is needed on which health practices actually contribute to more effective adjustment

2 READINESS TO ADJUST Participation in certain types of activity also seems associated with readiness and ability to handle problems of adjustment These activities do not develop specific skills in handling frustrating situations but seem to develop a healthy readiness "to take on the world," hence the title *readiness to adjust* While workers in the area have spent little effort in determining what the nature of this psychological readiness actually is, they have usually read a causal relationship into any associations found They have therefore urged that learning these activities will result in more effective adjustment

The ideas have been many and varied but for convenience are presented under the following subdivisions: (a) relaxation techniques, (b) recreational activities, (c) friends, (d) insight, (e) maturity, and (f) integrative activities The full evaluation and integration of these ideas must be left to later efforts But the total list should be highly suggestive to the counselor interested in devising and teaching possible higher-level adjustment skills.

a Various widely sold books extol the value of certain techniques for attaining *relaxation* (126) While these books are particularly oriented toward helping the distraught, they also indicate that anyone can benefit from the use of these techniques Of primary interest here is the suggestion that one can learn to relax individual muscle systems so that ultimately complete bodily relaxation is attained Recreation activities are also suggested, but these are discussed below.

b Many writers have pointed out that *recreation activities* can aid a person to adjust more effectively Many values are attributed to them, e g, they promote relaxation, give a chance to "get away from it all" so that energy can be re-created for the task of living,

help get one's mind off his troubles, develop an interest in external activities, develop areas of success, etc

It has been found that well-adjusted individuals tend to participate more and in a wider range of extracurricular and other recreational activities than do average or maladjusted individuals For instance, Phillips and Greene found that teachers in the top fifth in personality adjustment as measured by standardized tests participated four times as often in "active, outdoor, or social" hobbies as the bottom fifth No difference was found between the two groups' participation in "sedentary, vicarious, or solitary" hobbies, but the best adjusted participated only one sixth as often in "work-type or teaching" hobbies as the least well adjusted (186)

While the top and bottom of the distribution differ, do the best and the average differ in their activities in any significant way? Cavanaugh found on dividing a group of 362 college students into three groups, i.e., top and bottom fifth and middle three fifths, "that in eight of twelve comparisons (of types of recreational activity) there is a definite and consistent progress in recreation scores from low scores for the high BIN (Bernreuter) percentiles, higher recreation scores for the middle BIN percentiles, and the greatest number of recreations for the lowest BIN percentiles" (48) Shannon found that participation in worthwhile activities in college was the best indicator at the end of college of who five years later would be the most effective teachers (as compared to those who would be average or failures) (233)

c A third aid to adjustment is suggested by the finding that individuals who have *friends* with them make better decisions and are better able to withstand the effects of frustration than are those who are alone or with strangers in a frustrating situation Thus French found that members of a college team working on very difficult puzzles in the same room were better motivated, showed more "we-feeling" and interdependence, and some evidence of better ability in resisting the regressive effects of frustration than did groups of relatively unacquainted college students (83). Wright found that preschool children who were close friends tended to play together more constructively than did preschool children who were weak friends Furthermore,

under distraction conditions the constructiveness of the strong friends' play went down less than did that of the children who were not as strong friends (298). Finally Smucker, in an intensive study of cliques in the dormitories of a girls' junior college, found that membership in such a clique often seemed to afford protection against many of the rebuffs met in college. This positive effect of group membership may well be termed a type of "social security" (239).

On the other hand, both French and Smucker found that membership in an organized group may at times lead to poorer adjustment. Thus organized groups placed in a locked room which was then filled with smoke showed fear and panic reactions more often than did unorganized groups. Smucker found that the clique was often a factor disruptive to campus unity and sometimes promoted snobbishness. However, both of these are instances of the strong influence of apparent group decisions on individual behavior; if the group response is wrong, the individual members are grossly misled. Possibly one higher-level adjustment skill, then, is the development of skill in evaluating group decisions—the ability to take or leave such decisions once a consensus is apparent.

d. A fourth way to increase psychological readiness for handling problem situations is to develop *insight into one's own and the world's characteristics*. In Chapter II it was shown that people often have inaccurate or incomplete knowledge of many of these characteristics, and their manner of reacting is sometimes further distorted by autistic thinking and immature emotionalized attitudes. Discrepancies between the way a person sees the world and the way it actually is not only cause him to behave inadequately but also prevent him from working out a completely adequate response. Counseling must help the client discover a more complete and accurate appraisal of himself and the world.

Increased knowledge is a first factor to work on. Thus many students are unable to decide on a vocation because they do not know about their own abilities, skills, and interests nor about different occupations in which they are interested. Very often what seems to be particularly ingenious responding to a difficult

situation is simply knowing the answers. For instance, most people consider that chess requires a great deal of creative intelligence, but Capablanca, one-time world's champion, once said that for chess masters the game is primarily a matter of *remembering* sequences of moves.

For many student problems in which knowledge might be helpful, e.g., acceptance by peer groups, by the opposite sex, and by teachers, the regular school curricula offer little help. So the student personnel program must be responsible for providing such information. This information can be given as needed in conference, but other means can also be used. Booklets, orientation lectures, and student leaders can be used to disseminate such knowledge. The personnel program can provide arrangements which make it easy to learn about campus locations, activities available, who are leaders, student idioms, common social skills such as dancing and card playing, and etiquette suitable to campus situations. Clinics can also be provided which evaluate students in light of campus-held values in suitability of dress, posture, mannerisms, speech, etc.[2] Finally, publicizing personnel services gives students a knowledge of resources that they can use later if they have problems.

Usually more important than knowledge in adjustment, however, is the role played by egocentric and wishful thinking. Because of unconscious wishes, rationalizations, and autistic thinking, individuals tend to see situations (themselves in relation to the world) in a different light than others do. This disorientation makes it difficult for an individual to use his knowledge and intelligence to find satisfactory solutions to problems. It is similar to shooting a gun whose sights are out of alignment. A person can

[2] Illustrative of the importance of these external characteristics is the finding in one study that students rated by their fraternity brothers as "best adjusted" were judged to be well dressed twice as often by independent observers as were other students selected as "most poorly adjusted" (157). Much of this whole field is covered by many popularly written "How to——" books. While many counselors decry that the shotgun advice in these books is ineffective, they seem unwilling themselves to do anything in the area. The fact that etiquette books represent one of the most frequently stolen items in libraries of personnel aids is evidence indeed that students are eager for such help.

not hit a target with this gun, not because of lack of power or range, but because the sighting system makes him feel that he is shooting at the target when actually he is not.

Children often show these nonobjective forms of thinking, but they gradually learn to become more objective as they grow older (187) However, even adults show many forms of such thinking and some show surprising plateaus of immaturity in this respect. As a result all are less able to adjust effectively Several approaches can be used to bring about more objective orientation Extensive experience with hard reality tends to force individuals to see the world as it is Also, methods of problem analysis, to be discussed later in this chapter, can be taught which help overcome tendencies toward nonobjective thinking

e While increased knowledge and objectivity in thinking contribute to maturity in behavior, what is known as *social-emotional maturity* is also an important aspect of maturity and contributes to a person's readiness and ability to adjust This area includes the interests, attitudes, and orientations which characteristically change between child and adulthood For instance, Chart 11 shows how certain admired characteristics typically change with age While childish orientations are acceptable in children, society constantly attempts to bring about increasing maturity as people grow older. Particular pressure is placed on individuals who lag behind in this growth.

Immaturity affects readiness and ability to adjust in several ways The immature individual, not being interested in adult activities, does not develop the background skills which will help him when he is confronted with adult problem situations As a matter of fact, children usually have little notion of what next levels of maturity consist of, and seldom care While they may refer with pride to being more grown up than a year or so ago, they tend to feel that all older individuals lead an unfamiliar and uninteresting life The adolescent who is immature for his age faces double difficulties. His longer use of childish modes of responding make it all the harder for him to eliminate these habits later, and he is much upset because both peers and adults reject his manner of behaving
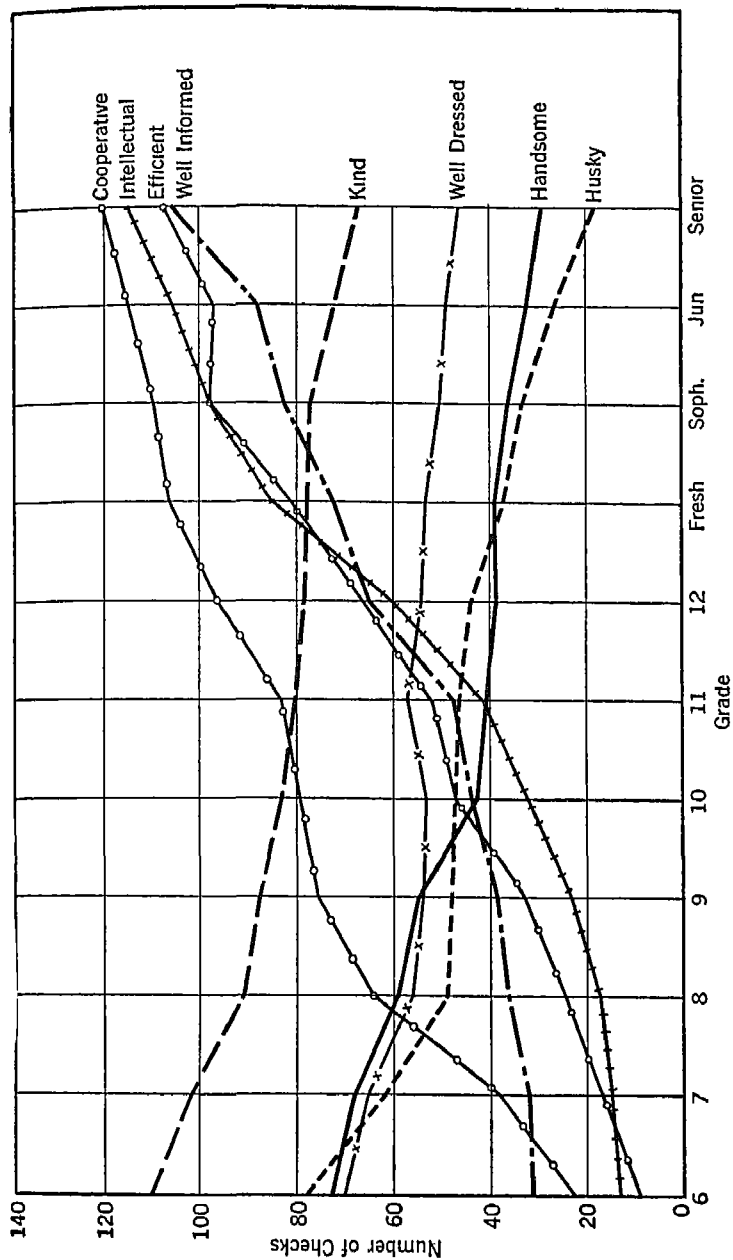
CHART 11 Changes in the Degree to Which Certain Traits Are Admired at Different Grade Levels (from 205 and adapted from unpublished data of S L Pressey)

Increasing maturity is obviously an important goal in counseling. In fact, it was listed in Chapter VII as one of three major problem areas. However, increased maturity is difficult to bring about. Few individuals ever ask for help because they feel immature (cf. Pepinsky's results in Chapter VII), and immature individuals who do come for counseling almost always project their difficulty to some other cause. Furthermore, little research is available on how to increase maturity. Social-emotional maturity does not grow by itself, and little of it can be attributed to physical maturation. The following suggestions are developed from trial-and-error practice and some research. Obviously more research is woefully needed.

Many plateaus of immaturity are due to personal adjustment problems. Until these problems are taken care of through therapy (Chapter VIII), little progress can be made in increasing social-emotional maturity. The client must also feel secure from threat both in the conference and in his everyday life before emotional growth can take place. If he feels threatened or feels that too much pressure is being placed on him to change, he is apt to spend his entire effort in maintaining his present status.

Adjustment techniques seem so personal to an individual that he tends to resent external attempts to reorder his manner of living. The counseling approach must have respect for the client's ability to participate in thinking through his problem. In light of this personal sensitiveness and a normal inertia to change, the following techniques may be helpful in increasing a client's desire to accept more mature forms of behavior. (a) Although adolescents consider their own activities more interesting, they greatly appreciate evidences of approval from adult society, e.g., newspaper stories, audience reaction, honors conferred, etc. Development of these forms of recognition for desired forms of behavior can be a strong motivating device. (b) Hero worship often leads to imitation. Counselors can help clients discover adults whose behavior tends to get better results. If strong admiration develops, the worshiper will tend to copy the behavior and attitudes of his hero both consciously and unconsciously. For instance, college freshmen are five times as likely to elect further courses in college

in fields in which they had well-liked teachers in high school as they are in fields in which they had poorly liked high school teachers (58). (c) Since groups which have status in a client's eyes tend to be slightly more mature in viewpoint, the counselor may well help him become accepted in such status groups. The client will work hard to conform to their attitudes and methods. (d) Leaders of peer groups can usually bring about changes in attitude much faster than can adult counselors, because the client feels that the former's values are more in line with his own. Furthermore, peer leaders usually like the honor of helping their followers to learn (127). And (e) individuals like to behave in a manner consistent with their self-concept that they are mature in behavior. On the other hand, many individuals continue to use certain childish modes of behavior as they grow older. Lecky suggests that when this discrepancy becomes obvious to an individual, he will try to eliminate the immature behavior to maintain his self-concept (143).

Many counselors approach this problem of increasing maturity as if it were similar to obtaining a religious conversion, i.e., there must first be a conviction of sin and a discarding of a former way of life before the emotional experience of conversion can take place. However, it is difficult to get an adolescent to believe that his present behavior is so completely inadequate that it must be thrown out and a new and untried concept accepted. Some workers have found that role playing is a more effective method here. That is, role playing is not used for diagnostic or therapeutic purposes but so the client can try out certain forms of behavior "just for size." The client is given the security of maintaining his present self-concept and is asked to approach these new techniques as an adventure without obligation. However, after trying out the new method, the client may find it so much more effective that he takes it on as a regular form of response.[3]

[3] Such advantages have been attributed to secondary-school dramatic activities. For instance, a girl-shy adolescent given a romantic lead carries out the role with actions described and success guaranteed by the script. Under the guise of producing a drama for public approval, the boy will try out such unself-like behavior without feelings of threat and will even accept coaching. In the process of doing this, the boy often discovers many techniques which

Finally, patience is a most important aspect of counselor techniques in working with social-emotional maturity Attitude changes take time, much time, little can be gained and much lost by trying to hurry a client (245) When a counselor and client are working with specific disabilities, they want to find out what is wrong and remedy it as quickly as possible. But attitude changes take time The client must try out, evaluate, and accept or reject new orientations as a part of his system of beliefs It is not a matter of taking over beliefs urged upon him, it is a process of personal discovery and acceptance

f. The sixth and final approach to increasing readiness for meeting problem situations is the use of *integrative activities* These integrative activities function differently from the recreational activities discussed earlier Recreational activities permit a person to "get away from it all," to rest up, thus refreshed he is better able to handle everyday frustrations On the other hand, integrative activities help because they give purpose to everyday life Rather than responding to life as a series of disparate activities, an overarching value system gives central purpose to all of these activities Some writers have suggested that one's occupation may serve this integrative function (109). Others have suggested the value of public discussion forums in helping to discover values in life (98) But most writers have pointed out the importance of religious beliefs in giving worth-while value to life's activities (27, 29)

While it is easily observed that individuals who have an enthusiasm for what they are doing seem more effective, the evidence is more easily seen than followed Merely telling or urging an individual will not convert him, much research is needed on

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he likes better than his former behavior and so adopts them However, there is some evidence that such training values of dramatics have to be accepted with caution Timmons found that 18 girls above average in dominance who were given submissive roles in a play and 15 other girls below average in dominance who were given dominant roles in the same play had not made significant changes in the desired direction in these characteristics when measured again after five weeks' rehearsal (271). This does not mean, however, that great benefits may not accrue from *conscious* attempts to try out roles for the specific purpose of seeing if they do "fit" better

how to bring about such value integrations Actually some initial suggestions might be obtained from analyzing the techniques used by coaches to develop team spirit, or those used by effective religious workers with adolescents, and even those used in the armed services to develop the "fighting man"

In brief, six ways have been described by which individuals may develop a psychological readiness for facing problem situations. That is, they may learn techniques of relaxation, develop a wide range of recreational activities, build friendships, develop insight, attain social-emotional maturity, and develop certain integrative interests It is obvious that the evidence cited represents random and uncorrelated research There is need for using this material, not only to design possible higher-level adjustment skills, but also to suggest further areas of research

3 ADJUSTMENT TECHNIQUES IN SPECIFIC SITUATIONS In addition to building up physical health and developing a readiness for meeting problem situations, possibly better techniques of responding to specific problem situations can also be devised and taught If so, an important area of higher-level skill instruction is opened for all types of individuals If these higher-level, problem-solving techniques actually become used, then levels of response well beyond present-day standards can be expected

But what higher-level methods of responding to specific situations can be suggested? Again little experimental evidence is available Books contain some practical but unverified suggestions, and the best techniques used in actual situations are usually of the self-taught, "dog-paddle" variety The best of these ideas will be presented under two headings suggestions from mental hygiene books and suggestions from experiments Attempts to teach these skills may well suggest further research in this area

a *Some suggestions from mental hygiene books* Mental hygiene books contain many practical suggestions on how to adjust better to frustrating situations One suggestion is to *let off steam* immediately after being frustrated and before trying to attack the problem That is, a person may be so emotionally upset at first that he cannot think straight, the release of energy is supposed to help him approach the problem more objectively Little research

has been done on the efficiency of such controlled letting go, and certainly none has been carried out as to the relative efficiency of different methods that are commonly used, e g , swearing, kicking, chopping wood, playing music, taking a walk, etc As a matter of fact, possibly even better forms of releasing energy might be derived

Another suggestion frequently made is to *look at each situation objectively* and in perspective This sounds like good advice, but no method of learning to do this is usually suggested unless it is the common admonition to "count ten before doing anything"[4] Other common-sense suggestions include trying to look at the situation from another person's point of view and trying to estimate how important the situation will seem later on

Another rule-of-thumb suggestion is looking at the situation with a *sense of humor* It is not clear whether this will put the situation in better perspective, reduce tension within the client, or make the antagonist feel less threatened and therefore be less threatening in return Possibly it is all three or none of these; only research can tell

Most mental hygiene books try to give the reader an understanding of *mental mechanisms* which people typically use to "solve" frustrating situations They suggest that an ability to recognize escape mechanisms in one's own thinking, e g , sour grapes, rationalization, projection, logic-tight compartment, etc , will lead to their rejection and so bring about better adjustment (117). Furthermore, if the possibilities of compensation and sublimation are understood, these methods will be used in particularly difficult situations However, there is some evidence to indicate that the latter types of activity will release tensions only when the client perceives a similarity between the original and substitute goals (114) That is, he has consciously to feel that the substitute activity tends to satisfy needs whose direct satisfaction is blocked for some reason

People are also urged to *talk with others* about their problems or else to write lengthy accounts about them. This technique is

[4] In the same vein, society requires a waiting period of several days between issuing a marriage license and permitting the wedding to take place

said to have several beneficial effects. First, it is supposed to have a cathartic effect, i e , the person is able to give vent to his feelings or, as is commonly said, "get it out of his system" It may also have a clarifying effect The act of verbalizing makes a person bring up all aspects of his problem and see them in a logical relationship In doing this there is also a tendency to think of how the problem sounds to the listener, and so the client takes a more objective view of it On the other hand, this approach may not work if the person telling the story tries to get assurance that he has done the best thing possible or if the listener tries to get superiority feelings out of saying "if I had been in your shoes," etc This rejection of a person's best efforts only makes him feel worse Not only is there need to teach people, especially counselors, how to listen, but also to teach people to take a listener's peculiar characteristics in stride

b *Some suggestions from experiments* Several experiments have been carried out which are highly suggestive of better methods of adjusting to specific situations For instance, an experiment by Timmons suggests an additional advantage in discussing a problem with someone else (270) He found that a group discussing a problem, even though not well informed about it, can obtain a better answer than can the same individuals working out their answers alone If a person could learn to obtain others' reactions to his problem without becoming defensive, as usually happens, he could probably find ideas that would be quite helpful to him Thus it has been said of many a successful man that "he has the knack of picking other people's brains"

A great deal has been written about the value for adjustment of training in semantics, i e , improved skill in differentiating between the nature of the situation and the labels assigned to it Labeling usually provides a distorted picture of the situation, certain aspects are overemphasized, while others may be disregarded Adjustment tends to be inefficient in so far as description is inadequate (140, 144) The semanticists have shown that people can be trained to analyze situations more realistically. As a result it is claimed not only that such people as stutterers and neurotics have been helped to overcome their condition but also that nor-

mal people have been able to adjust much more effectively in everyday situations (39, 128).

A somewhat related approach has been suggested by the work on propaganda analysis. Since social psychologists have worked out many principles which make propaganda more effective, other workers in the field have wondered if people could be trained in techniques of seeing through such propaganda efforts and so resist their effects. However, practically every study of classroom attempts to achieve this goal indicate failure (72). In one study, 1178 juniors and seniors in seventeen Iowa high schools were divided into equated groups under the same teachers (179). The "trained" groups were given six days of class work on public opinion and propaganda. A month later all groups took a test on attitude toward capital punishment, read a pamphlet advocating capital punishment, and then took another form of the attitude test. All groups retook the attitude test again two weeks later. There was clear-cut evidence that the pamphlet affected the students' attitude toward capital punishment and that the "trained" groups were as much affected as the "untrained." In another study carried out before the United States entered the war, college students had lectures on propaganda analysis and then actually analyzed some samples of German propaganda (51). In spite of reading this propaganda with a critical attitude, the students became more pro-German in attitude, while students outside of the classroom were changing in the opposite direction. While a classroom approach is generally not effective, possibly the more intensive approach of counseling might be. It is obvious that propaganda analysis skills, if they could be taught, would be highly useful in adjusting to the daily barrage of propaganda in our modern world. But further research is needed to find out how to create such adjustment skills.

Ojemann has found that most people do not realize that knowledge has a changing probability or dynamic character, i.e., it enables people to predict only to a degree, and this shifts as new discoveries are made (79, 176). Furthermore, he found that those who considered "a fact is a fact" were much more prone to be influenced by prejudices. He and Musgrove tried in a prelim-

inary experiment to see if students could be taught to use such a "dynamic conception of knowledge," as it is called (171) A group of 25 high school students were shown how this conception applied to class topics on nutrition and child development They were tested on the use of this conception in these and other fields both before and after training. It was found that the trained group, in comparison to a control group, made significant gains in the use of this conception in the topics covered and showed some evidence of being able to generalize its application to other areas

In another series of experiments Ojemann has found that most people react to the behavior of others without considering why such behavior occurs Thus an intensive analysis of the actions of the members of a room council in handling disciplinary problems in an upper elementary school showed that not once were they based on why the child misbehaved, i e, the members seemed interested only in punishment for the wrong act (177) Ojemann and several co-workers wondered if teaching people to take an "analytical approach" in response to other people's behavior would not improve their own adjustment Thus in one study, 95 ninth-graders had four units in their social studies class devoted to this concept and its applications (168) After training, statistically significant gains were found on tests of "understanding behavior" and "attitude toward the analytical approach" There was also evidence that this method of analysis was applied to other units in the course These workers have also carried on similar training studies with teachers on understanding children, with high school students on understanding Negroes and each other, and with college students and out-of-school youth on understanding marriage, family, social, and selected economic relationships These studies have all shown benefits from training in the "analytic method" (177)

Because the methods of science have been quite effective in the solution of problems in scientific fields, Seashore wondered if it would not be possible "to adapt at least the basic methods and attitudes of science for dealing with one's own relatively nontechnical problems of a personal, vocational or social nature

. The importance of such abilities has long been stressed under the names of 'straight thinking,' 'good judgment,' 'scientific attitude,' etc., and every one knows of persons highly skilled in the use of the [scientific method] within a technical field who show all too little evidence of scientific approaches to problems in everyday life" (228).

Seashore and Van Dusen have worked out a "four-column method of analysis" in which clients learn to categorize their ideas about a problem in terms of (a) general aims, (b) difficulties and advantages, (c) possible solutions, and (d) marks of a good solution. In some preliminary training studies with delinquent girls, students, and adults they have obtained evidence that experience in thus analyzing actual and hypothetical problem situations leads to better adjustment in other situations (226, 280)

These several experiments indicate that people can learn higher-level forms of responding to situations which enable them to adjust much more effectively than with their own self-taught methods However, these are at best just preliminary experiments and there is much need for further exploration and research in this area Briefly, it has been shown that group discussion of problems, training in semantics, development of a dynamic concept of knowledge, learning to analyze why other people behave as they do, and use of the scientific method in solving everyday problems can help adjustment While it seems obvious that skill in analyzing propaganda should be helpful, experiments to date indicate that the classroom approaches that have been used are not effective in developing these skills.

HOW TO DEVELOP HIGHER-LEVEL SKILLS

This field is so new that the best methods of instruction are not clearly known Merely telling a client about the nature and effectiveness of higher-level skills is obviously not enough The experiments on teaching propaganda analysis show that classroom instructional methods are usually not effective in this field, and research to be reviewed in Chapter XI shows that even in teaching such objective skills as outlining and the SQ3R study

method, individualized assistance over a period of time is necessary.

Teaching these higher-level skills has many of the characteristics of teaching motor skills and changing attitudes Techniques in these fields should be helpful in handling higher-level skills Quite a few of these suggestions were summarized earlier in this chapter, particularly in the section on increasing readiness for adjusting Some additional points should be mentioned, however, and several points mentioned in Chapter VII reviewed

The average person has little notion from everyday observation of what higher-level skills consist of nor of what their possibilities are Furthermore, his inertia and desire to conform make him content to be as inefficient as others are Therefore higher-level skills have to be demonstrated so the client can see what they are like and how much more effective they are than normal methods These skills must be taught as unitary substitute skills and not as a patching of present methods, the latter attitude misses the point that these are specially engineered skills and suggests that the client will have to admit unique deficiencies before treatment can begin, e g , remedial work As in learning any skill there must be practice and more practice in actual situations with the counselor making continuing diagnoses and suggestions Finally, the client needs to be furnished with evidence of progress so he will remain motivated and so he can see possible areas of improvement

PART FOUR

Related Aspects of Counseling Programs

CHAPTER XI

GROUP AND ENVIRONMENTAL APPROACHES TO PERSONNEL WORK

MANY personnel workers limit their activities almost entirely to the conference situation and overlook various nonconference activities which can be used to supplement counseling Students show little hesitancy about participating in nonconference activities These often help students to develop self-insight and to become acquainted with different personnel workers As a result many students become interested in seeking counseling help Nonconference activities and environmental arrangements also represent direct means of attaining certain personnel goals Thus activities help students become acquainted with others and help them learn social skills Student Unions and dormitory arrangements are also considered useful in making social adjustment easier The personnel worker needs to be familiar with these various means if he is to work at his greatest efficiency

The use of group and environmental approaches has shown rapid growth in the last few years War needs forced already inadequate psychiatric staffs to try a group approach in psychotherapy Educators, faced with pressure to adopt a guidance program, have made use of group methods with which they were already familiar Other agencies have also tried various types of activities, e g , adult-education discussion groups, nonschool youth groups, Alcoholics Anonymous, etc These divergent approaches have shown that certain group and environmental methods often have definite limitations and that special methods have to be used

to reach certain goals. As a result there has been a great deal of recent interest and research concerning these approaches

Much that has been done is of slight concern to the student personnel worker, however, because it pertains to the treatment of extreme cases seldom found or treated in schools, e g, psychotics, extreme neurotics, alcoholics, the disabled, etc The following presentation, then, emphasizes the use of group and environmental means in reaching student personnel goals Research from other areas is used only as it suggests better means for handling student problems Furthermore, only a summary of the possibilities in these areas can be given, full accounts will be found elsewhere (107, 238, 251).

GROUP APPROACHES

A group counseling method is any group meeting in which the student members and a representative of the student personnel program work together to bring about increased maturity and adjustment in the students These group approaches, however, range from the ubiquitous orientation program to group psychotherapy and psychodrama While the many kinds of group activity do not always fall into neat categories, certain constellations stand out enough to be helpful in guiding discussion, i e., (1) teaching groups, (2) discussion groups, (3) laboratory groups, (4) group psychotherapy, and (5) testing and psychodrama

1. *Teaching Groups*

Group instruction is widely used in student personnel programs For instance, a survey of colleges in the North Central Association in 1946 showed that 70 percent of them had orientation courses (131) Constant pressure is brought on psychology departments to include material on the personal adjustment of students either in their introductory courses or in special courses on the subject Noncredit groups are also often used to convey personnel information or to inspire students to seek more mature forms of behavior, e g, talks and announcements in Freshman Week, assembly, chapel, vocational institutes, etc

How effective are instructional groups in which the leader does

most of the talking while the students listen and occasionally fill out exercises and take quizzes? Since information about people and the world about them is an important factor in adjustment, one can expect that lectures on these topics will be as effective as lectures are in conveying information about other fields such as history or biology On the other hand, mere knowledge about adjustment mechanisms, study techniques, or job qualities does not result in people being able to recognize and correct their own inadequacies Knowledge is only a first step Thus in several experiments in which classes have used texts on adjustment to college, how to study, personality adjustment, or vocational adjustment but followed usual classroom procedures, there has been evidence of gains in information as shown by tests over the content of the course, but there has been no measurable sign of improved adjustment, e g, grades or ratings of adjustment (57, 67, 250)

Several types of errors are sometimes made in the use of instructional methods in student personnel work First, many personnel workers expect this one approach to do too many things for them. A group lecture can convey information about nonpersonal matters, but it should not be expected to bring about much increase in self-insight, maturity, or effective adjustment skills Second, the purpose of student personnel sessions is so much more personal than that of the usual course that different methods have to be used That is, in a personnel program a student feels that he is being asked to change a personality which he has worked hard to develop rather than to learn some impersonal facts in an academic field Adolescents often feel that adults do not understand the social values of adolescent groups, and yet the adult leader often seems to be suggesting that these values should be rejected and others substituted The goals of personnel work also seem so nebulous and moral that talks often seem rather "preachy" to the students Each of these characteristics tends to arouse student resistance to any suggestions made; the personnel leader must use methods which indicate that information, skills, and orientations are being suggested which students as a group admire and which each student present may want to know about.

A third type of error occurs when it is assumed that these groups are as well organized and cohesive as the usual classroom Members of the usual class often have common vocational or curricular goals and have been together long enough to have a group feeling Furthermore, they have had time to become acquainted with and accept the teacher On the other hand, many student personnel groups are called together for some special purpose, the students are often unacquainted, do not feel that they have a common purpose, and do not know the leader Even the one-hour orientation course is subject to these same problems The once-a-week meetings are so infrequent and the sections are often so large that students usually treat the course as just "something extra that one has to take" Special techniques must be used to develop a group feeling among the members Finally, there is danger in using group instruction in student personnel work if the administration feels that everything can be covered at these meetings so there is little need for other approaches to personnel work

2 *Discussion Groups*

Discussion groups may take many forms. Sometimes they may be almost like lecture sessions if the leader talks a great deal, at other times they may be similar to the group psychotherapy sessions to be discussed in a later section In general, however, this approach represents an informal discussion of some topic in which the students actively participate in suggesting ideas and in guiding the session in whatever direction they wish The personnel worker acts simply as a chairman who makes sure that all have a good chance to participate

Discussion groups may serve several functions They may be used to give the individual members a chance to take advantage of the other members' experience or to work out a best course of action for some problem It will be recalled from Chapter X that the consensus of a group is usually superior to the judgments of its individual members Group discussions also represent a useful means of altering attitudes on various issues since there is a marked tendency among individuals to conform to the orienta-

tions which their peers seem to have Group discussions can also be used to bring out the fact that everyone has problems When individuals hear others mention their difficulties they are more prone to speak up themselves and to feel less upset about seeking help (43)

Various principles should guide the leader of a discussion group In the first place, he should not try to dominate the actions of the group, as in counseling, the leader must be careful to build up rapport and to show an acceptance attitude toward whatever the students may want to discuss. On the other hand, members of an unstructured group often get in each other's way as each tries to make the discussion fit his own interests, so they appreciate a leader who helps summarize issues and agreements in their discussion The leader can also use certain devices when an unacquainted group finds it difficult to start discussing their problems For instance, he might use a short movie which illustrates a relevant point or use an inventory or test to arouse interested discussion

Several studies of discussion groups in school have suggestive significance here (148, 178, 237). For instance, one study found that the amount of verbal control exercised by elementary-school teachers was unrelated to their effectiveness as teachers, but that the proportion of their speech devoted to positive suggestions (as opposed to negative remarks) correlated 59 with success in teaching. It was found further that the proportion devoted to "blanket responses," i e , to the whole class, correlated — 62 with teaching success (178) On the other hand, specific studies are needed to find out which techniques are most effective in *counseling* discussions with high school and college students

3 *Laboratory Method*

Personnel workers often use a laboratory method as well as a lecture or discussion method in dealing with instructional problems As a matter of fact, they often use all three of these methods with a particular group, shifting from one to another method as needed to take advantage of the benefits of each method Individual conferences can also be held in conjunction with such a

course with greater benefits than if either is used alone (204, 250)

What are the particular advantages of a laboratory approach? The laboratory time can be used to administer tests in order to obtain diagnostic information and to develop students' self-insight before some area is discussed Students can also use the time to read material related to their problems Or in the area of skill instruction, where explanation and discussion are but first steps, there can be practice under supervision The informal atmosphere of the laboratory permits each student to work on his own problems and allows the instructor to move about the room making individual suggestions Finally, particular problems which arise in the laboratory often provide a basis for arranging individual conferences that might otherwise be difficult to set up

While various methods have their unique functions and advantages, some personnel workers have tried to use lecture, discussion, and laboratory methods interchangeably They have given particular emphasis to the use of the lecture method because it reaches the most students for the least money While unnecessarily cumbersome and expensive methods should not be used, it may also happen that the seemingly least expensive method is not at all effective and so proves to be a wasteful economy A study by McCaul shows that colleges differ markedly in the amount they spend on each student handled in remedial reading programs, i e , the costs varied from $1 37 to $15 31 per student (155). Many factors enter into such cost figures, but a personnel administrator may well want to know if there is an *effective* method which is less expensive than other methods, he will also want to know what methods are ineffective, no matter what the cost

Delong presents some useful data on this problem in the area of study-skill instruction; similar studies are needed in other areas (67) Six equated groups were set up at Wayne University and each group was given one of the following types of training

1 Distribution of literature on how to study
2 Single lecture on how to study plus literature
3 Fifteen lectures on how to study plus literature
4. Fifteen laboratory sessions on how to study

5 Fifteen laboratory sessions on the improvement of reading
6 No training (control group)

Each group took a series of pretraining tests and five weeks later took another set of post-training tests Delong found that literature alone and a single lecture plus literature had no significant effect on the study skills of students, the control group with no training or expense made as much gain All three of the fifteen-session training programs were effective but obtained somewhat different results The fifteen laboratory sessions on how to study produced greater gains than did the fifteen lectures on how to study. Furthermore, a larger percentage of the students in the laboratory sessions expressed the opinion that they had gained a great deal from the training, and only half as many dropped out of the voluntary, noncredit training program Both the laboratory sessions on how to study and on remedial reading were effective but produced different types of gains, so it was concluded that the gains were due not only to the individual attention possible in the laboratory sessions but also to the nature of the training program

4 *Group Psychotherapy*

When it is desirable to bring about changes in personal insight and orientation or to help individuals think through their personal problems, psychotherapeutic rather than instructional methods are needed Thus group psychotherapy sessions tend to differ from group discussion methods When group psychotherapy was first tried, individual clinical procedures were carried over into the group situation, but within recent years it has generally become accepted that group situations require many unique therapeutic methods (238, 257) For instance, both directive and nondirective therapists have had to modify their methods in group psychotherapy and, as a matter of fact, find themselves in closer agreement here than in individual counseling Thus all therapists, including the psychoanalysts, have discovered the importance of an acceptance attitude in group psychotherapy, the group members are allowed to discuss whatever they wish and to attack their problems at their own speed They have found

that the group psychotherapist cannot dominate a group nor can he make many interpretations that might be effective in an individual counseling situation (81, 238) On the other hand, group psychotherapists, including the nondirectivists, have found that a completely laissez-faire attitude in group situations often results in its members feeling obstructed and in the group breaking up (121, 153) While a group psychotherapist should not dominate the group session nor necessarily act as an equal participant, the members appreciate a group leader who readily gives help when asked and who through arrangements and timely suggestions helps the members feel secure that he will use his professional training to keep them from making major mistakes as they explore their various problems Thus in one experiment on group psychotherapy in the armed services it was found that the order of effectiveness of three leaders differing in approach was eclectic, nondirective, and directive (121). This is, of course, similar to Lippitt's findings on the effectiveness of a democratic atmosphere in group leadership (148)

The presence of more than two persons in a psychotherapy situation gives rise to certain unique problems in method. Research is now being carried on to discover characteristics which are important in determining group counseling method For instance, there is some evidence that withdrawn people respond better in group psychotherapy than do those who are hyperactive or overaggressive (238) Homogeneity of groups has been found important in working with neurotics and psychotics, and other research shows that group size should be kept small, e g , around six to eight members (120, 244)

Group psychotherapy started as did individual psychotherapy, with the treatment of the extreme neurotic and psychotic, and only recently has much attempt been made to discover the possibilities in working with normal individuals In these first attempts clinical group methods have generally been used, but it has been found that student groups—because they are normal and adolescent—require somewhat different group psychotherapy methods than are used in clinical group work Furthermore, different errors tend to be made in counseling student groups be-

cause both students and counselors tend to bring academic habits into these group situations

An exploratory study by Seeman illustrates these points (229) She used "nondirective group methods" with three groups of six students each in conjunction with a survey or orientation course These once-a-week sessions were tied in with the regular class topic of "Relations of Schools to Society," but it was hoped through the use of group psychotherapy methods to bring about increased self-insights, improved attitudes, and better adjustment The five sessions of each group were recorded and the remarks of the students and their group leader analyzed Several tentative findings concerning the dynamics of group action are of interest here The proportion of talk carried by each student tended to remain fairly constant from session to session, although differences between the extreme participants tended to decrease as the sessions progressed The students tended to play rather consistent roles from session to session The three groups showed quite different patterns, although they had the same leader And finally, the less directive techniques were more effective than the more directive ones More important for our discussion here, however, was Seeman's finding that while these sessions resulted in changed attitudes about social issues and in decreased social distance among the members, there was little gain in personal insight and there was little evidence of plans for personal action. Thus, while group psychotherapy methods were used, expected psychotherapeutic gains did not occur, probably for the following reasons The students thought of these sessions as part of their course work, it may be that good mental hygiene cannot be developed indirectly through the discussion of an academic topic Also five group sessions may be too limited (although extensive in academic eyes) for this purpose. There is much need for research on the dynamics of group psychotherapy with student groups, many of the findings in group clinical work probably are not particularly relevant for students For instance, college students may already represent such a homogeneous group that further classification is unnecessary And it is not clear whether the suggested size limit of six or eight applies with student groups

5. *Testing and Psychodrama*

The group counseling methods discussed above have emphasized an interaction of group members through speech. Very often counseling gains can also be obtained through having groups of students react to testing materials or through having them act out parts in suggested situations, i.e., psychodrama. These group activities may at times verge on bibliotherapy and other environmental manipulations to be discussed later, but in these instances a group leader is needed to explain and administer the tests or to manage and interpret the members' behavior in the psychodrama.

Counselors often want to know a great deal about a client before making a diagnostic judgment or remedial suggestions. Since much of this information gathering is quite routine, it is efficient to put these questions in printed form. That is, the client can answer printed questions faster and with less personal interaction than if each question were asked verbally. In the case of tests, the carefully worded printed directions and descriptions are more apt to provide standardized testing conditions than if all of this material has to be described orally. Finally, these "standardized interviews" can be administered to large groups of students so that efficient use is made of the personnel specialist's time.

Students are usually willing to take some time to complete these preliminary steps before something is done about their problem, but there are limits to their patience in this matter. Because it is so easy for the counselor to assign a large battery of tests and because many feel that one needs to know a great deal about a client before making a counseling judgment, many counselors overtest their clients before seeing them in conference. If the nature of the tests and something concerning their probable value is explained to the student and if he has participated in determining in which areas he would like information, he much more gracefully endures such testing. On the other hand, counselors will do well to assign no more testing at one time than is necessary.

Tests may also be designed so that the test taker is stimulated to have immediate insights Very often situations can be described and alternative responses indicated which, when reacted to, provide the student with new insight into his attitudes or help him marshal and organize the various aspects of a problem so he can make a decision For instance, the self-scoring form of the *Kuder Preference Record* provides a student almost immediately with a challenging interest profile, and a series of questions about aspects to be considered in choosing a vocation can help marshal and organize materials basic to a vocational decision (205, pp. 160-163) While such self-administering devices are often helpful, counseling help should always be given afterward since self-interpretation can often be wrong

In addition to test situations, much diagnostic information for the counselor and much immediate stimulus to self-insight are also obtained by having individuals participate in such group activities as psychodrama (100, 287) In psychodrama the leader sets up an imaginary situation in which the group members are assigned certain roles but in which they have to create the necessary dialogue and action The experience and insight of the group leader permits him to suggest situations which will bring out forms of behavior that will most challenge the participants when they observe how they behave or have their behavior interpreted for them Psychodrama tends at present to be designed around the characteristics and needs of one central participant while the other participants merely carry out necessary supplementary roles This approach does not have the efficiency of other group situations in reaching many people at the same time, but it is an effective means of helping the central character Furthermore, the other participants and observers may gain insights from what has occurred

ENVIRONMENTAL APPROACHES

Personnel workers usually have either of two purposes in mind when they modify students' environment

a First, when a situation is so difficult for a student as to

threaten him with marked frustration or failure, altering the demands of the situation may make it possible for him to adjust adequately For instance, financial help can be given to a student without money or a schedule modification can be made for a student who cannot carry a normal load because of outside work, ill health, or some emotional problem On the other hand, too many adolescents have the mistaken notion that the main purpose of student personnel programs is to help them get around academic requirements Every personnel worker knows of certain students who constantly want special exceptions and privileges The results on an informal test constructed by the writer also illustrate the point Eighteen situations in which students typically run into university requirements were described and three to five alternative responses indicated In each example one response always represented a special altering of the requirements to make it easier or more pleasant for the student, the other responses included reasonable rulings in terms of a personnel point of view or permitted the student to say that the particular situation had nothing to do with the announced purpose of the test, i e, "Implications of the Student Personnel Point of View for Education" Following is a sample item

> Washington's birthday came on Sunday this year; most public institutions had a holiday on Monday, the 23rd A personnel point of view would mean that (1) the school should also have given a holiday, (2) the school should not have given a holiday, (3) this problem has nothing to do with a personnel point of view

One hundred sophomore students took the test as part of a professional course in education. The average student indicated in 40 percent of the situations that a personnel point of view meant that the school should make it easier for the student!

b. Personnel workers may also seek to alter students' environment in order to provide an optimum stimulation to their development In a student personnel program which seeks to reach all students and which conceives of "education as guidance," this second function probably occurs more frequently and is more important than the purpose first discussed Optimal personal de-

velopment cannot be obtained merely from curricular offerings plus the happenstance of everyday activities Extracurricular activities and resources can also be provided which, if carefully planned, can bring about increased maturity and improved skill for their participants

For certain purposes, altering the environment has several advantages over the methods of individual and group counseling Since the personnel worker does not always have to be present, a larger clientele can be served by a limited staff Students seldom consider that such arrangements as Student Unions, dormitories, and extracurricular activities are designed to promote their development, rather they think of them as conveniences Therefore, little resistance is shown to the demands of these situations This approach also has its limitations Without a trained person present, optimum conditions may not be maintained Nor can many aspects of personnel work be approached in this manner As a matter of fact, little research has been carried on to find out how these arrangements actually do work, much of what is done today is based upon mere hunches

The school environment can be modified in many ways by personnel workers, but for convenience in discussion the following classification will be used (1) class arrangements, (2) living arrangements, (3) activities, (4) reading materials, and (5) assistance agencies It must be recognized that many schools deal with these matters simply as necessary evils, or they design their rules and buildings in order to prevent mischief or to promote efficient herding of students A student personnel point of view, however, looks upon environmental arrangements as a positive resource in promoting student growth and adjustment

1 *Class Arrangements*

Many teachers are interested in managing their classrooms in such a way as to help students develop personally and socially as well as to help them attain academic goals This is classified as an "environmental arrangement," because students are seldom aware that the class is being handled in such a way as to reach personnel aims

Several workers have pointed out the importance of the general atmosphere and manner in which groups are handled For instance, Lewin, Lippitt, and other workers have shown that handling groups in a democratic manner, as compared to an authoritarian or laissez-faire manner, results in the development of more group feeling and positive working together (148) A study of matched classes in sociology shows that discussion, in comparison to a lecture and recitation method, results in as great or greater gains in knowledge and also results in increased self-confidence, cooperativeness, and social responsibility (299) Finally, it has been shown that if a classroom is run so that students work together in committees and informally discuss learning problems and applications with each other as well as with the teacher, there is not only effective learning of the content of the course but also gains in social acquaintance and acceptance Thus it was found that the members of "socialized classes" knew more students by their first names, were less often unmentioned on sociometric tests, and themselves expressed particular appreciation for the opportunity to know and work with other students (192).

In addition to the value of a socialized and democratic atmosphere, workers have also found that if sociometric results are used in setting up groups, social-acceptance scores improve and disruptive tensions decrease (52, 135) For instance, in one study it was found that when girls in an industrial school were left to their own devices in seeking with whom they wanted to eat, only about 25 to 30 percent attained optimum groupings, i.e., were able to sit with their first choices On the other hand, when simple sociometric results were obtained beforehand and used in assigning table space, the personnel workers were able to give on the average "an optimum of satisfaction to more than 80 percent of the girls" (167) Such groupings were not only more satisfying to the girls but mutual friendships were more apt to develop

2 *Living Arrangements*

Personnel workers have to consider many things in managing student living arrangements, e g., healthful living conditions, adequate study facilities, controlling student behavior, and facili-

tating social adjustment The most important of these functions in the eyes of the student and the one that will be emphasized here is the use of the living arrangements to facilitate students' social adjustment Every student wants to be accepted by other students, develop friendships, and—if possible—attain status positions When completely blocked in reaching these goals, most students become so emotionally upset that both their school work and their personal and social development suffer Many personnel workers feel that the attainment of social acceptance should not be left solely to the efforts of the individual student

Much has been written about how living arrangements, activities, fraternities, Student Unions, etc, can enhance the happiness and social adjustment of students, but little research has been done Workers at the University of Minnesota have described housing (33, 290, pp 243-252) and activity programs (289) which are probably among the most elaborate in this area Other workers have written about the importance of living arrangements (258, 290, pp 252-259), about the pros and cons of fraternities (15, 150), about the values of Student Unions (124), and so on It is proposed here, however, simply to review the few researches which evaluate the effect of living arrangements on student life

Wood found that differences in the living and eating arrangements at the University of Arizona had little or no effect on the grades of students, however, he did not include any data on the effect of these arrangements on the personal and social life of the students (295) Dixon, on the other hand, does provide some interesting data on this problem (68) He analyzed the patterns of friendship in two colleges which were quite comparable in size, location, purpose, and nature of the student body, but which differed as follows in their living arrangements and in the degree to which each had a formal social program

	College A		*College B*
1	85 percent of the students are members of fraternities	1	No fraternities, some interest clubs with open membership
2	(a) Freshmen men live in dormitories, pledge early Move to fraternity in sophomore year	2	(a) Freshmen men live in freshmen dormitories Upperclassmen mixed together in dormi-

	College A—(Continued)		*College B—(Continued)*
	(b) Women pledge and join fraternities but live in dormitories by classes		tories, may change group each year (b) Women live in different dormitories with members of own class
3	No coeducational dining halls	3	70 percent of dining halls coeducational.
4	Social program left in hands of individual organizations, only three all-college affairs; one chapel service each week	4	Director of Recreation, many scheduled all college functions, four chapel services each week

Thus College A permits fraternities and has a laissez-faire attitude toward the students' social life College B, on the other hand, does not permit fraternities, deliberately mixes up class and sex groups, and has a full-time director of social activities

Dixon studied the effect of these differences in living arrangements upon the manner in which 1626 students in the two schools answered sociometric tests These tests asked each student to list his best friends, up to ten more additional best friends, and other persons whom he might like as best friends He found, in the first place, that these two programs had no significant effect on the range of acceptance scores nor on the percent of students who were "neglectees," i e , mentioned not more than once as a best friend The programs did have significant effects, however, on the location and sex of these choices At College A more friends were chosen within the house or dormitory, more best friends were of the same sex, more were cross-class friendships, and the juniors and seniors obtained particularly high acceptance or status scores At College B, on the other hand, more friends were listed, more of them were of the opposite sex, the freshmen had the highest acceptance scores (primarily due to the social program), and the status gradient between the sophomore and senior years was much less steep An analysis within College B showed that students who ate in coeducational dining halls did not differ significantly in number of friends, percent of neglectees, or in number of cross-sex friendships from those who ate only with their own sex Although Dixon found that eating and living arrangements may affect

social acceptance, he cautions that "it is but one of many variables determining social adjustment of students, and it may not be the most important of these variables"

Many parents and personnel workers wonder if the location of a student's room and the popularity of his roommate may not affect a student's social acceptance The one study that has been made of the effect of these factors on sociometric scores shows essentially negative results (200) One hundred and sixty-three girls living in a dormitory were asked to list the girls whom they would most like as companions in eight typical campus situations Analysis was then made of the effect on popularity of the girls' location on four floors of a dormitory (without a passenger elevator) and of their location on "large" and "small" corridors It was found that the fourth-floor girls were as popular as the girls on other floors and that the large and small corridors did not differ significantly in popularity It was also found that rooming with a popular person did not necessarily lead to acceptance. Thus three of the most popular girls in the dormitory had as roommates three of the least popular girls, although they had been rooming together for five months Evidence elsewhere has shown that firmly formed cliques are difficult to break into, propinquity to such cliques only exaggerates an isolate's feeling of rejection

Much more research is needed in this area For instance, does size of dormitory affect social-acceptance scores and, if so, what size is optimum? What effect does giving names to different sections of a large dormitory have? What effect does physically dividing up a large dormitory building have? And so on In the area of recreational facilities, how effective are Student Unions? And what aspects of their programs are most effective? It is interesting to note that millions of dollars are being spent on Student Unions with little research knowledge as to what is needed

3 *Activities*

Students try to form friendships and cliques and try to participate in group activities whether the student personnel program sponsors any activities or not One reason for this is that many

students interpret participation as a sign of acceptance and status These student efforts cause difficulty, however, when some students try to obtain feelings of status through keeping other students out of their clique. Another difficulty develops when all actual status positions in these groups are reserved for senior members (281). While many students eventually fight their way to recognition, others are never able to attain any status other than that of ignored stranger These spontaneous groups may also cause difficulty because they sometimes develop interests and activities which are detrimental to the personal development of their members, e g , interest in drinking, in immature social activities, and in just "getting by" academically

The purpose of sponsored arrangements is to enhance the positive values of student social life and to eliminate or at least limit their negative effects That is, sponsored activities seek to prevent feelings of social isolation, to help students develop friendships with both sexes, and to promote the formation of groups in which students may obtain feelings of "social security" The program is interested in helping freshmen attain these ends as quickly as possible. The program also tries to interest students in activities which are worth while in themselves and which develop more mature interests and orientations, e g , honoraries, student government, etc Finally, some sponsored activities, e g , cheering sections, inter-school rivalries, and scrap drives, are set up to promote cooperation rather than competition among cliques and to teach students to become citizens of larger groups

In spite of this student desire to participate in social activities, a third or more of the student body does not participate in activities, and getting them to participate is not any easy task (37, 41) A personal worker cannot simply set up additional activities and invite students to attend, the activity has to appeal to the students as worth while. This worth-whileness can be obtained only by paying attention to student interests and to the natural groupings and cliques which students form Particular attention must be paid to the interests of clique leaders Furthermore, students want to help plan these activities and have responsibility for their direction. Without these steps, they consider

sponsored activities unimportant and so fail to participate in them.

Nor will urging, compulsory participation, or even the suppression of competing adolescent cliques make sponsored activities seem worth while in the eyes of students. The failure of many school activities to appeal to students is well illustrated by the usual lethargy of class elections and the low attendance at subject-matter clubs. The fact that data on high school records will not predict social acceptance in college is further evidence of the lack of contact between school programs and the true social life of high school students. That is, one study found that no item of information (except for number of living parents) on the high school record sent to college admissions officers was related to the students' social acceptance in a college dormitory (200). Yet other evidence indicates that social acceptance in high school cliques should be predictive of later acceptance in college cliques, and certainly such information would be of great value to a personnel worker in helping a freshman adjust successfully in college. In brief, schools need to develop real and not just "paper" activities.

One common way of attempting to increase participation in school activities is to tell students about their value (1, 119). One carefully worked out experiment at the University of Wisconsin shows something of how this approach works. Two large (N-266) matched groups were set up. Counselors made a special effort in working with the students of one group to discover their interests and to point out the possibilities and values of activities on the campus. Furthermore, whenever opportunities occurred in activities, the counselors made it a point to promote the names of students in the experimental group, and they also got campus leaders and organizations to agree to help any student who might be referred to them to get started in activities. The members of the control group did not receive such advice or help so far as was known. At the end of two years an analysis was made of the degree to which the members of each group were participating in activities, had improved in social adjustment as measured by two different tests, and had earned grades. While none of the

differences between the groups was statistically significant, the experimental group had somewhat higher scores on participation, and on both tests of social adjustment the grades of the two groups were equal Hill, the experimenter, concludes "staff stimulation to participation in extracurricular activities makes for improved social adjustment of college students but its effect on their scholastic achievement is negligible" However, the small and statistically unreliable gains also indicate how difficult it is to overcome student inertia and obtain acceptance of students in campus social life through outside promotion

Another useful device in developing social acceptance of a student is to make use of campus and clique leaders These individuals do not themselves usually need to increase their participation, but they are often interested in opportunities for leadership and are also interested in helping other students adjust more effectively Thus, in the study above, Hill found student leaders eager to help. Actual experiments show that in equated situations a peer leader can get his suggestions accepted more readily than can an adult leader (127) While this approach often represents simply a two-person interaction, e g , "big sister" program, clique leaders can also be used in guiding groups into more worth-while activities. Thus Moreno and Jennings in working with cliques of delinquent girls often found that the top leader had antisocial interests, but if an analysis was made of the interests of subleaders in the group, one of them often had more positive interests which could be made the center for activities which gradually turned the group toward more constructive interests (167) Furthermore, councils of group leaders, e g , Panhellenic Council, can often be used to get worth-while activities undertaken by school groups

School activities typically demand larger groups than the usual spontaneous clique. In fact, one purpose of well-planned activities is to help adolescents learn to work successfully in larger groups On the other hand, the much maligned clique has positive as well as negative values, the personnel worker needs to understand the role which cliques may play in adolescent adjustment Smucker, in making an analysis of the role of cliques in the ad-

justment of students in a midwest junior college, found that cliques have several positive values: they represent the chief area of expression, substitute for the absent family group, and act to protect its members against the many rebuffs of the new campus life (239). He found further that these cliques were much more influential in determining student attitudes and behavior than were the larger dormitory and campus units. Rather than ignore or attempt to suppress these cliques, the personnel worker may well seek to enhance their positive values and prevent their negative effects.

4. *Reading Materials*

The millions of "How to ———" books sold each year indicate that many people turn to reading materials as a source of guidance. Books are also frequently used by personnel workers either as the sole form of treatment or as an adjunct to other forms of treatment. Books have been used so frequently in therapy work that a special title, "bibliotherapy," has been given to this approach (94). Reading materials are also commonly used in orientation, vocational-guidance, how-to-study, and mental-hygiene courses in schools.

While reading material is a commonly used and inexpensive approach to guidance work, it is important to know how effective it is as a personnel technique. In general, the evidence indicates that reading materials have definite limitations as a form of guidance. Their effectiveness is particularly doubtful when books are self-selected or assigned without further help being given. For instance, an experiment reported earlier showed that students who were given reading material on how to study did not show any significant changes in actual study skills or in grade-point average (67). A person is unable to make a self-diagnosis in a skill problem and so does not know where he needs help. Books on other skills, e.g., how to play golf, are probably equally ineffective.

There is little evidence concerning the effectiveness of mental-hygiene books. People have so much difficulty in analyzing their

problems that reading about mental mechanisms and the dynamics of adjustment probably gives little insight into their own problems Freud has said concerning the effectiveness of reading, "such measures have as little effect on the symptoms of nervous disease as distributing menu cards in time of famine has on people's hunger."[1] On the other hand, it may be that some ideas as to possible new roles or approaches to problems can be obtained and tried out, if these are effective, then the person is apt to continue in their use Books may also provide inspirational help through describing particularly admirable people whom the reader would like to emulate or through indicating constructive goals in life. Books are of particular value in providing information in such problem areas as vocational and social adjustment.

The most effective way in which reading materials can be used is in conjunction with individual and group counseling In these situations readings can be suggested which are particularly relevant to an individual's needs, and he can be helped later in obtaining full value from what he has read Gottschalk attributes six values to such guided reading it may help a client (a) understand his own psychological and physiological reactions to frustrations, (b) understand the terminology used in psychology and psychiatry, (c) reduce feelings of shame and guilt about having a problem when he reads about others having similar problems, (d) think about his problem between conferences and also practice adjusting in vicarious situations, (e) reinforce social and cultural patterns and inhibit infantile attitudes, and (f) enlarge his sphere of interests (94)

To be fully effective such materials should be interesting, attractive, and easily understood The material should not seem abstract or "preachy" Rather it should use many concrete illustrations from situations in which students normally find themselves Finally, because students often fail to see the applicability of material to their own problems, the material should through examples, exercises, or tests develop insight in the reader as to whether the particular ideas are relevant to his needs

[1] S Freud, *Collected Papers*, International Psycho-analytical Library, 1924, Volume 2, p 302.

5 *Assistance Agencies*

In addition to arranging the school environment so that every student finds it easier to adjust, the personnel program may also include certain personnel workers who can make special arrangements in individual cases Thus there may be a financial aids office, a student employment office, a placement office, a petitions committee, etc Some schools also give the dean of students the power to make exceptions to rules or regulations if that seems wisest for the growth and development of an individual Such a dean may also find that one of his functions is counseling with parents to alter their demands upon particular students (160). Such tempering of requirements can often be very helpful in individual cases, although it was noted earlier that many adolescents mistakenly assume that this is the main function of personnel programs.

In addition to making adjustments for particular individuals, the school can also watch the changing needs of the student body and of society so as to make broad adjustments in the school program Thus the curriculum committee can provide new courses to fit changing needs, it can also avoid adding so many courses that requirements become unnecessarily burdensome Curriculum committees can also stop a recent trend toward forcing all students to progress through school at the same rate Some years ago many able students completed their undergraduate program in three years and so entered and completed professional schools at earlier ages Now they almost uniformly take four years for the undergraduate program and a standard time for professional training With such slowed progress and lengthened professional programs, graduates are not able now to enter professional work until many of their most creative years are gone Recent studies show that if special provision is made so that the brilliant student can accelerate his progress, he does as well or better than under the present setup and is able to enter professional work sooner (193).

THE COUNSELOR'S ROLE IN A STUDENT PERSONNEL PROGRAM

While counseling and counselors are central to a student personnel program, other aspects not only act as supplements to counseling (as the preceding discussion has indicated) but also perform unique and important functions on their own The dean of students or coordinator of personnel services has, in planning his total program, to give consideration to many types of non-counseling activity which serve unique ends, e g , curricular planning, improvement of the physical plant, public relations, relations with the faculty, recreational facilities, testing for admission and assignment, record keeping, placement, etc A really effective program cannot be obtained unless counselors as well as other personnel workers appreciate the possibilities of all types of personnel service

Student personnel workers also need to recognize that the campus program is only one of several agencies which deal with students and their problems Churches, community agencies, the city government, the medical profession, fraternity officers, rooming house operators, and parents all attempt to guide students in one way or another Many of these agencies are more effective than the campus program in doing certain jobs, so referral or a coordination of efforts is frequently needed On the other hand, there is frequent confusion and overlap among these various agencies when they compete in trying to "help" students Students often react aggressively to this pursuit and to the conflicting advice that is sometimes given, they consider it interference with their right to live their own lives. The role of the campus personnel administrator is to bring about an effective coordination of these many personnel agencies so that advantage is taken of the unique contributions which each agency can make and so that much wasted and overlapping effort is saved

Nothing in the above statements should detract from the point that counseling and counselors are central to the personnel program. But a counselor cannot be fully effective if he serves students only through his own efforts within a secluded counseling

cubicle. To be fully effective a counselor must accept and make use of the unique contributions which other approaches in personnel work can make.

Professional Responsibilities of the Counselor

The student counselor must have thorough training in psychology, sociology, economics, and education if he is to understand the many factors which influence client behavior. He must also have thorough training in the technical skills of counseling if he is to obtain diagnostic information and put across remedial suggestions. Finally, his responsibilities as a counselor are particularly important in differentiating the counselor as a professional worker from the skilled technician. As indicated earlier, acceptance of such responsibilities does *not* mean that the counselor should feel responsible for the form of the client's behavior. Rather he should avoid hovering over a client's life in a motherly fashion, he should work with the student in a teamlike manner, and he should have an acceptance attitude toward the worthwhileness of whatever problems and plans the client may wish to discuss.

Other professional responsibilities also characterize the counselor's job. The counselor wants to guide students out of difficulties with the least possible harm to their development, or even more important he wants to guide students toward achieving optimum development. While it is an effective procedure in counseling to let a client make his own decisions, the counselor is responsible for helping the client marshal all relevant evidence which should enter into determining his decision. It is also axiomatic that a counselor must respect confidences that are given and decisions that are made by a client. On the other hand, a counselor may occasionally feel that, because of his superior judgment or because he is a representative of the school, he must betray confidences or disagree or interfere with certain client plans. Thus it is usually considered acceptable to interfere if a client's plans include the possibility of suicide. But under what other conditions may a professional counselor assume that he should interfere with plans which he thinks are inadequate or

incorrect? In choice of a spouse? Of a vocation? Of leaving school? Parents often want a student counselor to assist them in maintaining control over the behavior of their children, and members of a community often want counselors to help control the exuberance of youth Nonetheless, the professional counselor feels that while all possible positive help should be given to students, interference should occur only in instances of possible physical harm to the student or of injury to other persons and property Such decisions, however, are difficult to make and require mature judgment.

Professional workers outside of school situations run into certain problems of professional ethics that do not affect the student counselor, e g , size of fees, fee splitting, nature of advertising, pressure to compromise professional integrity in order to please the people who are paying the bill, etc On the other hand, student personnel workers do meet other ethical problems For instance, (a) to what extent should students be subjected to extensive testing or to the use of limited procedures in carrying out research studies? While such methods may help a personnel worker get an advanced degree, as well as contribute to scientific knowledge, they become unethical when too much advantage is taken of students' time or optimum help is not given (b) It is also unethical to use a given technique when better techniques are known Yet many counselors use methods learned long ago and make no attempt to keep up to date Others, because of loyalty to a particular system of counseling, use one limited approach with every type of problem (c) Some personnel workers, like many bureaucrats, spend much of their time and effort in jealously watching other workers and in maneuvering to build an empire Coordination of personnel services does not mean getting other workers to pledge allegiance to a superior officer, it means bringing all resources to bear upon the problems of a particular student Finally, (d) it is professional to know and admit one's limitations Much harm may be done if a counselor tries to handle problems for which he has inadequate training A professional counselor, whenever he has difficulty, seeks the help of others either through case-conference methods or through referral

Psychologists and personnel workers have recently been paying quite a bit of attention to these and other aspects of professional ethics Several have written articles on the subject (96, 162, 223, 253) Furthermore, professional associations have appointed committees to draw up "codes of ethics" and to police the practices of their members (4)

Meeting the Demands for Personnel Service

Professional workers characteristically try to meet the demands for their services, but in the field of counseling not enough workers are available nor are many of them well-enough trained Two approaches are being used to attack this problem making every teacher guidance-minded and hiring personnel specialists in schools A differentiation needs to be made between these two approaches if the most effective attack is to be made on this problem

A teacher can do his job most effectively if he is aware of individual differences in ability and needs among his students Furthermore, if a teacher is aware of the individual needs of his students, he can carry out many guidance as well as teaching functions The phrase "education as guidance" has been used to designate this approach to the teacher's job, but it must be recognized that even a well-trained teacher does not have the time nor the ability to carry out more than a limited approach to the guidance needs of students Every teacher should think in terms of the needs of individual students rather than simply in terms of the logic of subject matter, he also needs some understanding of the dynamics of adolescent behavior. But, quite as important, he needs to realize the limitations of his skill and background and to know how to make use of personnel specialists

Personnel specialists are needed in schools and colleges to handle the guidance problems which are beyond the ability of even the well-trained teacher These problems include not only helping such extreme deviates as the poor reader and the maladjusted personality but also handling the technical problems of everyday guidance, e g , giving vocational guidance, administering and interpreting tests, teaching adjustment skills, managing group ac-

tivities and living arrangements, etc Particular effort needs to be expended on this aspect of the personnel program Thus a recent survey shows that only 16 percent of public secondary schools in the United States have any persons assigned to counseling duties and that each of these counselors is responsible for around 400 students (84) While the proportion of colleges which have personnel specialists is higher than this, there is clear evidence that colleges are also definitely understaffed

Many present-day counselors are inadequately trained for their work One reason for this is the tendency to appoint teachers as counselors because they "like pupils," have kept out of trouble, and show promise of keeping students out of trouble Many teachers so appointed obtain their first training for personnel work when they return to college during the next summer Other reasons for inadequately trained staffs of counselors in schools include the small number of trained specialists who are available and the inability of the salaries offered to attract capable individuals into the field

If the need for professional counseling service is to be fulfilled, three steps must be taken (1) raise the standards for appointment, (2) obtain more openings with adequate salaries, and (3) attract highly capable students to the field These three steps are interrelated, each helping the other. For instance, as better training is provided, school administrators will come to recognize the value of having experienced counselors. Such highly trained people will demand higher salaries, which in turn will attract more capable students to the field Each of these steps will take a great deal of time and effort, but present professional workers are doing many things which are helping with this problem

1 The following steps are being undertaken to improve standards for admission to personnel work. (a) School and college administrators are requiring more adequate training for employment as a specialized personnel worker The masters' degree in psychology or guidance is a minimum in the high schools of many states and in practically every college, and the Ph D is usually required of full-time counselors in colleges. (b) Licensing and

certification programs are also being set up so that people have to have at least a minimum of training before counseling with students. Thus quite a few state departments of education require a special program leading to the M A degree for certification as a school psychologist or as a guidance counselor (123) Recently several states have also set up state boards for licensing persons who wish to practice as psychologists (a Ph D is usually required for such a license) Counselors working in states without such licensing have little, if any, legal status as professional workers and actually are greatly limited in what they may legally do under the usual Medical Practices Act (82)

2. Simply trying to raise standards for employment, however, will not assure more or better counselors People receiving such high training will demand higher salaries, and many administrators will not make such higher-level appointments until counselors as a group prove their worth Other steps are therefore needed to bring about more and better appointments for counselors First, counselors need to become more professional in competence and attitude Personnel workers are doing this, in part, through their professional organizations The American Psychological Association and the National Vocational Guidance Association have been particularly active in this matter Both groups have raised their membership standards, and the A P A , through its Board of Examiners, is assigning a special designation of "Diplomate" to practicing psychologists of particularly high competence The professional associations have also done much to promote growth among their members through sponsorship of professional journals and meetings, through public relations work, and through maintenance of placement services Personnel workers on their own are showing an increasing desire to continue training after completion of academic requirements They are showing a greater interest in carrying on research, in finding out what other workers are doing, and in accepting and even seeking help on their professional problems

Another step is to develop and distribute systematic descriptions of the different kinds of jobs in personnel work, i.e , job

qualifications, duties, beginning salaries, opportunities for advancement, etc Fletcher has recently prepared systematic descriptions of thirteen different positions occupied by counselors in educational and noneducational institutions (80) The distribution of such information can be helpful in informing students who may want to enter personnel work, and it can also be helpful in getting administrators to understand the professional nature of personnel work Finally, it is necessary to make the public aware of the value of counseling help and of the development of this new profession

3 The third major aspect in developing this profession is to attract a sufficient number of highly capable students into the field Part of the problem can be answered simply by informing students of the opportunities in the field On the other hand, a major requisite in attracting capable students is proof that the profession serves a social need, receives adequate remuneration, and has acceptable working conditions. While it can easily be shown that personnel work serves an important social need, i e., helping with the development of adolescent boys and girls, personnel work does suffer on the other two counts in the minds of many people That is, most people believe that educational workers (which includes student personnel workers) are poorly paid and that their working conditions are not conducive to pleasant living and maintenance of good health The effect of this attitude on students' selection of professions is easily shown by admission statistics for colleges of medicine and for colleges of education Both professions serve equally laudable social ends, but medical schools take only a small fraction of applicants, while schools of education cannot obtain enough students to fill available teaching positions.

Student personnel workers have made some progress in obtaining more attractive salaries Thus, in 1949, persons with an M A degree who entered personnel jobs in secondary schools or colleges received about $3000 for a nine-month school year, and persons with a Ph D. degree who entered personnel work in colleges and universities received about $4000 While salaries tend

to vary with economic conditions and with the availability of personnel, it seems clear that student personnel workers will remain in higher job classifications in school programs and that adequate salaries will be paid Furthermore, programs of salary increments, tenure, and retirement have been worked out sufficiently so a personnel worker can look forward to reasonable advancement and security in his work

On the variable of working conditions, however, the student personnel field does not fare so well Strangely enough the major indictment seems to be that personnel workers work too hard That is, under the guise of trying to get an overwhelming task at least partially done, personnel workers tend to overwork so much that they frequently develop the occupational disease of becoming "teacherish " These distraught, tense, and rigid personalities not only become unfit to continue as counselors but also frighten many worth-while candidates away from entering such disabling work If actors have to struggle to maintain face and figure, then counselors have to struggle to maintain a pleasant, flexible, and well-adjusted personality if they are to remain effective as counselors and as symbols of a profession

Thus many things are being done and many others can be done to make personnel work more effective as a profession While personnel workers may with profit critically evaluate their professional efforts, they should also look with pride upon the advancement that has been made. Within recent years administrators, in making appointments of specialized counselors, have demanded persons with adequate training and have paid large enough salaries to attract such individuals A great deal of research is now being carried on concerning the effectiveness of different personnel procedures, as a result more and more effective techniques are being developed Standards for admission to graduate training in personnel work have been raised, but in spite of this many graduate departments are now able to take only a fraction of the many capable graduate students who apply. Finally, personnel workers have been able, through their profes-

sional organizations, to develop a professional standing with the public and in some states have obtained legal status

While counseling is rapidly becoming one of the professions, its workers must continue in their efforts to improve their methods Both students and the public in general are interested in and need counseling assistance This offers an opportunity and a challenge to personnel workers to provide more effective service

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